DOCUMENT RESUME

ED 189 358 CE 025 802

TITLE Report on Minorities in Allied Health Occupations. (Final Report Documents).
INSTITUTION American Society of Allied Health Professions, Washington, D.C.
SPONS AGENCY Health Resources Administration (DHEW/PHS), Rockville, Md. Office of Health Resources Opportunity.
PUB DATE Nov 79
CONTRACT 232-79-0031
NOTE 262p.: Best copy available.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Alaska Natives: *Allied Health Occupations: *Allied Health Occupations Education: American Indians: Asian Americans: Associate Degrees: Bachelors Degrees: Blacks: Colleges: *Demography: Educational Certificates: Educational Research: *Enrollment: Enrollment Trends: Federal Aid: Graduate Medical Education: Higher Education: Hispanic Americans: *Institutional Characteristics: Medical Education: *Minority Groups: Teaching Hospitals
IDENTIFIERS Division of Associated Health Professions

ABSTRACT

This study assessing representation of minorities in allied health training is presented in five sections. Section 1 describes survey methodology for principal data sources used (the 1973-74 and 1975-76 inventories of collegiate and hospital-based education programs), methods of data file development, and limitations. Section 2 presents findings about the enrollment patterns of minorities. Findings for all minorities together and for each of the four racial/ethnic subgroups (Black, Hispanic, Native American, and Asian), are presented in subsections based on key variables considered most relevant to examination of institutional and program characteristics associated with minority enrollments: program setting, academic year, allied health occupational area, award level (certificate, associate, baccalaureate, or graduate), geographic distribution, institutional ethnic characterization, and one area of federal funding. Section 3 is organized so that each minority group is separately profiled to all the above variables. Section 4 summarizes purpose, methodology, and major findings highlighting major patterns in racial/ethnic enrollment. The final section contains conclusions about findings and recommendations for continued improvement in quantity and quality of minority allied health manpower. Appendixes, amounting to over one-half of the report, contain detailed tabulation of enrollment data, occupational profiles, and auxiliary survey-related documents. (YLB)

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REPORT ON MINORITIES IN ALLIED HEALTH EDUCATION

CONTRACT No. HRA 232-79-0031
(FINAL REPORT DOCUMENT)
NOVEMBER 1979

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Submitted to:

Health Resources Administration
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Hyattsville, Maryland 20782

CE 025 802

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NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

With the enactment of the Civil Rights Act of 1964, a public mandate was initiated to ameliorate the social/economic barriers traditionally confronting racial and ethnic minorities in this country. While the educational and employment incentives instituted since that time have clearly had some impact on the number of minorities entering professions previously unavailable to them, little is known about the precise nature of this impact, particularly as it relates to the uniformity of minority representation at varying levels of professional practice.

In the allied health professions[1], as with non-health professions, there is mounting evidence to indicate that minorities have met with mixed success in obtaining the desired level of training to qualify them for professions of their choosing. It has also been recognized that minority and low income communities in both urban and rural areas suffer from a chronic shortage of health care workers to provide needed health care services.

The Office of Health Resources Opportunity (OHRO), the sponsor of this study, is delegated authority under Section 798 of the Health Professions Education Assistance Act (PL 94-484) to increase educational opportunities for minorities and the disadvantaged in the allied health professions. In order to carry out that authority it is necessary that OHRO have specific documentation of the distribution of minorities in allied health training and practice. This study is seen as a preliminary step toward assessing the representation

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[1] Allied health, as it is commonly understood, includes all health occupations with the exceptions of medicine, optometry, dentistry, veterinary medicine, osteopathy, pharmacy, podiatry, and nursing.

and needs of racial and ethnic minorities in allied health fields. As such, the conclusions and recommendations reached in this report will provide a basis from which OHRO can conduct targeted and specific programs to enhance minority access to health programs.

A severe limitation in the availability of relevant data does, however, prevent a full examination of minority participation in the allied health fields. Though it would be ultimately desirable to trace minority participation from the recruitment and admissions stages, through training and graduation, and into professional practice, only educational program data is available at the present time. Data employed in this study is limited to the independent surveys conducted in 1973-74 and 1975-76 by the American Society of Allied Health Professions (ASAHP) and the American Hospital Association (AHA). These collection efforts are "companion" surveys and therefore lend themselves readily to comparative analyses of collegiate and hospital based programs. Both the ASAHP and AHA surveys contain minority enrollment information for Blacks, Hispanics, American Indians, and Asian Americans, the four minority groups that are to be investigated in this study.

This study is presented in four sections and is accompanied by an extensive set of appendices containing detailed tabulations of enrollment data The first section contains a description of survey methodology for the principal data sources used in the study, the 1973-74 and 1975-76 inventories of collegiate and hospital based education programs. Methods of data file development, and limitations inherent in the survey data are described. The second section contains a detailed presentation of findings about the enrollment patterns of minorities in training for the allied health fields. Findings for all minorities together, as well as for each of four racial/ethnic subgroups, are presented

in sub-sections based on key variables. Those variables considered most relevant to an examination of institutional and program characteristics associated with minority enrollments include program setting (collegiate or hospital), academic year (1973-74 and 1975-76), allied health occupational area, award level (Certificate, Associate, Baccalaureate, or Graduate), geographic distribution, institutional ethnic characterization, and one area of federal funding. In order to highlight the unique enrollment patterns of each racial/ethnic group, the third section of the report reiterates many of the findings presented in section II, but is organized so that each minority group is separately profiled relative to all of the above variables.

The fourth section of the report contains a summary of the purpose, methodology, and major findings reported in all preceding sections of the document. While the second and third sections present findings in greater detail, the summary section highlights the major patterns in racial/ethnic enrollment which were documented by this study. The final section contains conclusions about the findings presented in the report, and provides an overall perspective on the extent to which these findings can answer the key questions about minority participation in allied health training and practice. This section also contains a number of recommendations which focus upon the continued improvement in the quantity and quality of minority allied health manpower. Among the recommendations offered, consideration is also given to expanding the informational base on minorities engaged in allied health education as well as practice.

With a few exceptions, data tabulations have been placed in the appendices. Appendix A contains a series of detailed data tabulations showing key institutional and program variables considered in the descriptive analysis.

Individual occupational profiles for those occupations with enrollments of greater than five hundred may be found in Appendix B. Appendix C contains information on the availability of data on minorities employed in allied health professions. Appendix D includes documents related to data collection and report development.

SECTION I: METHODOLOGY OF DATA COLLECTION

A. Data Collection Procedures

The data presented in this report was derived from four recent nationwide surveys of allied health programs conducted in collegiate and hospital settings (Appendix D1). The purpose of this section of the report is to provide a general description of the methodologies employed in these surveys and to detail some of the characteristics of the data used in subsequent analyses.

Data on allied health training programs offered at hospitals was obtained by means of two surveys conducted by the American Hospital Association. The surveys, undertaken in 1973 and in 1976, were funded under contracts with the Bureau of Health Manpower, DHEW, and were intended to yield data on all allied health preparatory education programs offered at U.S. hospitals. For both years, the survey universe was defined as all non-military hospitals, excluding prison and Justice Department hospitals, in the U.S. and U.S. associated areas.[2] Methodologies employed in the hospital surveys were similar in terms of instrument development, universe definition, and identification of programs. Both surveys consisted of two phases: a preliminary "screener" phase designed to identify those hospitals offering training programs in allied health, and a follow-up phase focusing on the collection of detailed information at the program level. In 1973, the preliminary questionnaire was mailed to a universe of 7,529 hospitals, and generated responses from 6,625 hospitals, or 88 per cent. In 1976, these figures were similar: the preliminary questionnaire was sent to a universe of 7,300 hospitals, resulting in 6,486 returns (89 per cent).

[2] American Samoa, the Canal Zone, Guam, Puerto Rico, Marshall Islands, and the Virgin Islands.

	AHA 73	AHA 75	ASAHP 73	ASAHP 75
Number of Institutions	1739	1806	1428	1624
Number of Programs	4273	4826	5053	5624

In order to assess survey coverage for the universe of accredited collegiate institutions, ASAHP has analyzed survey participation rates at both the institutional and program levels. Results of these analyses have indicated that the 1975-76 collegiate survey yielded data on an estimated 75 per cent of all programs in the universe of allied health training at accredited collegiate institutions, with 90 per cent or better rates of coverage for those occupational areas falling within the more established "allied health" domain. Estimate of survey coverage for the hospital universe was limited by the lack of comprehensive program listings for comparison with survey returns. From the limited examination of survey coverage which is possible, however, it appears that detailed questionnaires returned in the 1975 AHA survey represent a maximum of 60 per cent of training programs existing at that time.

Duplication of programs between hospital and collegiate surveys appears to have been minimal, since the AHA surveys were designed to collect data only on those allied health programs independently administered by the hospital. It is evident from cross-referencing the hospital and collegiate data files that for most of the occupations, unique programs have been identified in each survey. For a few occupations with extensive and complex affiliation arrangements, such as medical technology, there is some overlap between programs in the hospital and collegiate files because of dual recording of programs by academic and clinical affiliates. Overall, however, such duplication is very minimal; the data included in this report thus represents

unique allied health programs at collegiate and hospital settings.

Not all of the programs responding to the four surveys provided data on ethnic enrollments. Analysis of questionnaire response rates for specific items in the 1975 ASAHP inventory has indicated that several factors related to size may have influenced program response to the ethnic enrollment item. Specifically, there was a 25 per cent rate of non-response to the ethnic enrollment item for small programs, increasing with the size of program to a rate of 75 per cent for those programs with over 400 enrollees. This relationship of program size to the reporting of racial/ethnic enrollments may have an impact on the degree to which data analyzed here is truly representative of minority participation in the universe of allied health training programs. To the extent that certain occupations may have larger average annual enrollments per program, these occupations would be represented by less substantial reporting of student ethnic data. Also, since type of institution may be related to program size, data reported on racial/ethnic enrollments may disproportionately represent the different types of institutions in which training was conducted. On this note, it is known that the rate of non-response to this item was about 30 per cent for universities and junior colleges, but nearly 40 per cent for non-university four-year schools. Also, Baccalaureate and Graduate degree granting programs had higher rates of non-reporting of minority enrollments (38 per cent) than did Certificate programs (31 per cent) or Associate degree programs (25 per cent). The precise effects of these variations on the accuracy of data analyzed here is not known; the findings presented in this report should, therefore, be considered to be <u>suggestive</u> of patterns of minority participation in allied health training rather than final, definitive statements.

B. Data File Development

Variable selection of information to be analyzed on minority participation in allied health was based on data availability across the four survey settings. Items chosen for joint analysis included occupation, program type, program award level, type of institution, type of control, state, projected program change, year established, number of graduates and applicants, and program enrollment data.

In order to make the coverage of allied health occupations compatible between the hospital and collegiate settings, nursing occupations (including R.N., L.P.N., and all nursing specialities) were deleted from the data files developed for this analysis. Typically, nursing occupations are not considered to be within the domain of allied health and have not been included in collegiate surveys. As a result, 1,016 of 4,826 programs were dropped from the 1975 hospital file, and 617 of 4,273 programs were excluded from the 1973 file. Continuing education programs (N=12 in 1975, and N=34 in 1973) were deleted from the collegiate files; it was felt that the small numbers in this category did not provide an adequate basis for description of continuing education programs. The number of data records in the modified files is as follows:

1975 AHA	3,810 programs
1973 AHA	3,656 programs
1975 ASAHP	5,612 programs
1973 ASAHP	5,019 programs
	18,097 programs

Items of information were selected from each of the four data files (1975 ASAHP, 1973 ASAHP, 1975 AHA, 1973 AHA). The variables selected for

the joint data set were those most relevant to an analysis of institutional and program characteristics of minority enrollment in allied health. Enrollment data prepared for analysis included four racial/ethnic categories (Black, Asian, Native American and Hispanic) and a Total Enrollment category.

Since the four data files varied considerably with regard to item format and previous editing of the data, a recoding scheme was developed to make them compatible on the items to be used for this study. This new masterfile provided the basis for analysis of allied health training programs across settings and survey years.

The racial/ethnic enrollment figures were edited as follows: The five basic categories were used when at least one of them had meaningful data. Total enrollment was then computed as the sum of the five categories, after edit checking for extreme values indicating errors. If all five categories were blank or zero, the total ethnic enrollment item was treated as missing. The data to be analyzed, therefore, is based only on data reported in the four specified racial/ethnic groups, excluding the "other" and "unknown" categories.

Occupations to be profiled in this report were selected on the basis of size (at least 30 programs reporting enrollment data) and the distribution of complete data across the four data files. Fifty-nine occupations met these criteria and are enumerated in Appendix D of this report along with the rationale for aggregation of certain occupations and inclusion of others which did not entirely meet the criteria, but were included for purposes of comparison.

SECTION II: ANALYSIS OF EDUCATIONAL DATA

Section II consists of descriptive analyses of educational data on minority enrollments derived from the 1973-74 and 1975-76 inventories of collegiate and hospital based education programs. The focus of the analysis included four areas of discussion. First, minority enrollments are presented by specific settings and years, by occupation and award levels and according to geographic distribution (data is presented both for all minorities collectively and in terms of individual racial/ethnic groups). Second, a profile of minority institutions is presented, again as a group and for each type of minority institution. Third, the impact of minority institutions on minority enrollments is examined for specific occupations and for regional variations. Finally, an analysis is presented of funding by the type of institution, regional differences and specific occupations.

A. Minority Enrollment by Setting and Year

A summary of the data available on minority enrollments in college and hospital-based programs for the 1975-76 and 1973-74 academic years is presented here. In this section as well as in those that follow, the data is presented for minorities taken together as well as for the four separate racial/ethnic groups (i.e., Blacks, Native Americans, Asians, and Hispanics).

1. Total Minority Enrollment Data

	Collegiate Programs		Hospital Programs	
	1975-76	1973-74	1975-76	1973-74
Total Enrollment[3]	142,997	162,391	20,687	22,085
Percent Minority Enrollment	15.9%	15.8%	13.8%	17.9%

(Percent minorities in the population, according to 1970 census is 17.6%)

[3] As discussed in the methodology section of this report, total enrollments as well as enrollments of the four minority groups are based on data provided by about two-thirds of the programs included in the four surveys.

In 1975-76, 15.9 per cent of all students enrolled in college-based allied health training programs were of one of the four minority groups, virtually the same as the rate of minority representation in collegiate programs in 1973-74. By way of comparison, minority students represented 13.8 per cent of enrollments in hospital based training programs in 1975-76; this is a somewhat lower percentage than in college based programs, and represents a notable decrease from the 17.9 per cent minority enrollment in hospital based programs in the 1973-74 academic year. Only in the case of 1973-74 hospital programs did the representation of minorities in allied health training programs exceed the percentage of minorities in the population (17.9 per cent vs. 17.6 per cent).

2. Black Enrollment Data

	Collegiate Programs		Hospital Programs	
	1975-76	1973-74	1975-76	1973-74
Percent Black Enrollment	10.1%	9.9%	8.8%	13.7%
Percent Minority Enrollment	15.9%	15.8%	13.8%	17.9%
Total Enrollment	142,997	162,391	20,687	22,085

(Percent Blacks in the population, according to 1970 census, is 11.1%)

The percentage of Black student enrollment in college based programs was approximately the same in the 1975-76 and 1973-74 academic years (10.1 per cent and 9.9 per cent, respectively). By contrast, the rate of participation of Black students in hospital based programs declined between the two years, from 13.7 percent in 1973-74 to 8.8 percent in 1975-76. These findings parallel the findings just noted for total minority percentages in the two

settings and two years. Also, as in the case of total minority enrollments, the representation of Blacks in allied health training programs was lower than the percentage of Blacks in the population, in every case except for the 1973-74 hospital based programs.

3. Native American Enrollment

	Collegiate Programs		Hospital Programs	
	1975-76	1973-74	1975-76	1973-74
Percent Native American Enrollment	0.7%	0.4%	0.8%	0.4%
Percent Minority Enrollment	15.9%	15.8%	13.8%	17.9%
Total Enrollment	142,997	162,391	20,687	22,085

(Percent of Native Americans in the population, according to 1970 census, is 0.4%)

In contrast to the findings just noted for total minorities and for Blacks, there was a slight increase in Native American participation in both hospital and collegiate programs between the 1973-74 and 1975-76 academic years, resulting in 1975 rates of enrollment which were slightly higher than the percentage of Native Americans in the population. In interpreting these findings, one should bear in mind the extremely low percentages involved, as well as the geographical distribution of Native Americans which will be discussed later in this section.

4. Asian Enrollment Data

	Collegiate Programs		Hospital Programs	
	1975-76	1973-74	1975-76	1973-74
Percent Asian Enrollment	1.6%	2.1%	1.5%	1.1%
Percent Minority Enrollment	15.9%	15.8%	13.8%	17.9%
Total Enrollment	142,997	162,391	20,687	22,085

(Percent Asians in population, according to 1970 census, is 0.8%)

Between the 1973-74 and 1975-76 academic years, the percentage enrollment of Asians decreased slightly in collegiate settings but increased slightly for hospital based programs. In all settings and years, the rate of participation of Asians in allied health education programs was higher than the 0.8 percent representation of Asians in the population. Asians were the only minority group for which this was true and are therefore the only one which can be considered over-represented in allied health education for the years reported in this study.

5. Hispanic Enrollment Data

	Collegiate Programs		Hospital Programs	
	1975-76	1973-74	1975-76	1973-74
Percent Hispanic Enrollment	3.6%	3.3%	2.6%	2.7%
Percent Minority Enrollment	15.9%	15.8%	13.8%	17.9%
Total Enrollment	142,997	162,391	[illegible]	22,085

During the period between 1973-74 and 1975-76, changes in the percentage enrollment of Hispanics in both hospital and collegiate programs were insignificant. In both years and both settings, the percentage of Hispanic student enrollment in allied health training programs was lower than the representation of Hispanics in the population (5.1 percent). Thus, Hispanics were the most consistently under-represented minority in allied health education, according to the data presented in this study.

B. Minority Enrollment by Occupation and Award Level

In this section, the rates of minority participation in allied health training programs are examined for 59 specific occupational areas (see Appendix D for basis of selection of these occupations). The occupations with the highest and lowest rates of minority participation are identified and contrasted for the four racial/ethnic groups, based on 1975-76 enrollments in collegiate allied health education programs.

1. Occupations with Highest and Lowest Total Minority Participation

TABLE 1

HIGHEST			LOWEST		
Occupation	% Minority	Total Enroll.	Occupation	% Minority	Total Enroll.
Unit Manager	100.0	43	Dental Hygienist	5.4	7006
Pharmacy Asst.	56.5	46	Nurse Anesthetist	6.8	338
Human Serv/Mental Health (BA & Grad Levels)	38.9*	465	Nuclear Med.Tech.	7.4	448
Dietetic Tech.	35.2	1355	Occupational Ther.	7.7*	3183
Health Admin. (Assoc. & BA levels	35.2*	1896	Speech Path./ Audiologist	8.0*	3431
Human Serv/Mental Health (Certif. & Assoc. levels)	33.8	5455	Clinical Pastoral Coun.	8.1	62
Alcohol/Drug Spec.	29.2	667	Physical Therapist	8.4*	4735
Medical Record Technician	29.0	1732	Histologic Tech.	8.7	69
Nurse Aide/Ord.	27.1	2644	Electro Encep. Tech.	8.8	114
Occ. Therapy Assist.	26.9	1079	Art/Dance Music Ther.	8.9*	862

(* indicates occupations for which over half of student enrollment is at Baccalaureate level or higher.)

No overall characterizations are evident for those occupations with the highest or lowest minority involvement. There is some indication of a greater involvement of minorities in occupations involving lower award levels of training, suggested by the fact that two of the ten highest involvement occupations are offered at the baccalaureate or higher level, while four of the ten lowest occupations are at the higher award levels. This pattern will be inspected for the four individual racial/ethnic groups. In conjunction with this finding, examination of rates of involvement in the related areas of professional practice would be a critical issue for subsequent research.

2. Overall Variation Among Racial/Ethnic Groups

Table 2 summarizes the extent to which each of the four minority groups comprises the 1975-76 enrollment in collegiate training for the various allied health fields. Occupations having the highest percentages of each minority group are labeled "high", while those with a particularly low representation of any racial/ethnic group are labeled "low" in the appropriate cell of the table.

Overall, a great variation among the ethnic groups is apparent in terms of highest and lowest participation in the allied health occupations. This is indicated, in part, by the fact that 33 occupations are encompassed by the selection of those which are among the 10 highest in enrollment rate for any given minority group. Further, there is not a single occupation which was among the highest or the lowest in terms of representation of all 4 minorities. In fact, 18 of the occupations had a particularly high representation of one or more minority groups while having one of the lowest percentages of another minority group. Before reviewing the particular patterns of highest and lowest representation for each racial/ethnic group, some of these general contrasts will be noted.

TABLE 2

HIGH AND LOW ENROLLMENT IN COLLEGIATE ALLIED HEALTH EDUCATION PROGRAMS BY OCCUPATION AND MINORITY 1975-1976

OCCUPATION	BLACK	NATIVE AMERICAN	ASIAN	HISPANIC	TOTAL MINORITY
Health Administrator (Assoc. & B.A. Levels)	HIGH	HIGH	LOW		HIGH
Med/Dental Secretary			LOW		
Unit Clerk	LOW	LOW		HIGH	
Unit Manager	HIGH	LOW (0)	LOW (0)	LOW (0)	HIGH
Biomed Engineer	LOW	HIGH	HIGH		
Biomed Engineer Tech		LOW (0)			
Cytotechnologist		LOW (0)	HIGH		
Histologic Tech		LOW (0)		LOW (0)	LOW
Laboratory Asst	HIGH	LOW (0)			
Dental Hygienist	LOW				LOW
Dental Lab Tech		LOW (0)	HIGH		
Dietetic Tech	HIGH			HIGH	HIGH
Dietitian/Nutritionist			HIGH		
Emergency Med Tech		HIGH	LOW		
Environ. Health Engineer	LOW		HIGH		
Environ. Health Technician			LOW (0)		
Environmentalist	LOW		HIGH	LOW	
School Health Educator		HIGH			
Cardiopul. Technician		LOW (0)			
Dialysis Technician	HIGH	HIGH	LOW (0)	LOW (0)	

TABLE 2 (continued)

OCCUPATION	BLACK	NATIVE AMERICAN	ASIAN	HISPANIC	TOTAL MINORITY
Electroenceph. Tech					LOW
Medical Record Admin				LOW	
Medical Record Tech	HIGH			HIGH	HIGH
Medical Transcrip.		HIGH		HIGH	
Human Serv/Mental Hlth (Cert. & Assoc. levels)	HIGH	HIGH	LOW		HIGH
(B.A. & Graduate levels)	HIGH	LOW	LOW	HIGH	HIGH
Mental Retard. Aide				HIGH	
Psychiatric Tech				HIGH	
Nurse Aide/Orderly					HIGH
Nurse Anesthetist				LOW	LOW
Operating Room Tech			LOW		
Optometric Assist.		LOW		HIGH	
Pharmacy Assist.	HIGH	LOW	HIGH		HIGH
Physician Assistant (Cert. & Assoc. levels)		HIGH			
(B.A. & Graduate levels)	LOW				
Nuclear Med Tech	LOW	LOW			LOW
Radiation Therapy Tech		LOW			
Occupational Ther.	LOW				LOW
Occup. Ther. Assist.				HIGH	
Physical Therapist	LOW				LOW
Physical Therapy Assistant			LOW	HIGH	

TABLE 2 (continued)

OCCUPATION	BLACK	NATIVE AMERICAN	ASIAN	HISPANIC	TOTAL MINORITY
Art/Dance/Music Therapist		LOW		LOW	
Recreational Ther.		LOW	HIGH		
Rec. Therapist Tech.		LOW	LOW	LOW	
Resp. Therapist Technician	HIGH				
Alcohol/Drug Specialist		HIGH	LOW	LOW	HIGH
Clinical Pastoral Counselor		LOW	HIGH	LOW	LOW
Medical Social Worker			HIGH		
Rehab. Counselor		HIGH			
Speech Path/Audio.					LOW

"(0)" means that no enrollment was reported for the occupation.

Health Administrator programs at the Associate and Baccalaureate levels have the fourth highest overall representation of minorities (35.2 percent). This is attributable to having the second highest representation of Blacks of any occupation (31.4 percent), and a high representation of Native Americans relative to the other occupations. However, relatively few Hispanics were enrolled in the Associate and BA Health Administrator programs, and this field had one of the 10 lowest overall percentages of Asian students.

Similarly, the collegiate Unit Clerk programs had the highest percentage of Hispanic enrollment of any occupation, but no enrolled Native Americans, and a very low representation of Blacks and Asians relative to the other occupations. Biomedical Engineering programs had particularly high percentages of both Native Americans and Asians, but one of the lowest rates of participation by Blacks. Emergency Medical Technician programs had one of the highest percentages of Native American students of the 59 occupations listed, but one of the lowest percentages of Asians. Environmental Health Engineering, which had the second highest rate of Asian student enrollment, had one of the lowest rates of participation by Blacks. Human Services/Mental Health programs at the Baccalaureate and Graduate award levels had very high percentages of Blacks and Hispanics, while having no Native Americans and an extremely low percentage of Asians. Programs at the Certificate and Associate degree levels of this occupation, however, had high percentages of Black and Native American enrollment, but a particularly low percentage of Asians. Physical Therapy Assistant programs had the third highest rate of Hispanic enrollment, but one of the lowest Asian enrollments. Of all the occupations reviewed here, Alcohol/Drug Specialist programs had the highest percentage of Native Americans (17.4 percent), but this occupation was among the lowest in terms

of participation by Asians and Hispanics.

3. Comparison of High/Low Occupations for Four Minority Groups

Tables 3 through 6 list, for each of four racial/ethnic groups, those occupations having the highest and lowest enrollment percentages. Total minority plus non-minority enrollments are also shown so that large vs. small occupations can be distinguished. Each occupation is characterized in terms of award level by the presence or absence of an asterisk to indicate those occupations for which training is primarily at the Baccalaureate or Graduate level.

It can be seen from Table 3 that of the 12 occupations with the highest percentages of Black enrollment, 10 were offered primarily at the Certificate and Associate award levels; with 3 exceptions, the occupations with the lowest percentages of Black enrollment are offered at the Baccalaureate and Graduate levels. While different occupations are involved, this is also generally true in the comparison of occupations with high vs. low Hispanic enrollments. Only one of the occupations with a high Hispanic enrollment was offered at the Baccalaureate level, while four of the low Hispanic enrollment occupations are at the higher award levels. By marked contrast to Blacks and Hispanics, Native Americans and Asians tend to have their highest rates of enrollment in occupations involving training primarily at the Baccalaureate level or higher, while several of the fields involving training below the Baccalaureate level had the lowest percentages of Native American and Asian enrollment.

In comparing the ten highest enrollment occupations for Blacks vs. the total minorities, it was found that six occupations were present in each group; similarly, there were six occupations present in the lowest occupations for both Blacks and total minorities. This suggests that the high/low

TABLE 3

OCCUPATIONS WITH HIGHEST AND LOWEST PERCENTAGE BLACK ENROLLMENTS

HIGHEST			LOWEST		
Occupation	% Black	Total Enroll.	Occupation	% Black	Total Enroll.
Unit Manager	100.0	41	Envir.Health Engineer	1.5*	615
Health Administrator (Assoc. & BA levels)	31.4*	1896	Dental Hygienist	2.2	7006
			Biomedical Engineer	2.4*	1096
Human Services/Mental Health (Certif.& Assoc. levels)	29.2	5455	Occupational Therapist	3.1*	3183
Pharmacy Assistant	26.1	46	Nuclear Med. Technician	3.3	448
Human Services/Mental Health (BA & Graduate levels)	25.2*	465	Physician Assistant (BA & Graduate level)	3.5*	1163
Dietetic Technician	24.6	1355	Unit Clerk	4.1	268
Respir.Therapy Technician	19.2	635	Environmentalist	4.4*	1958
Med.Record Technician	18.1	1732	Physical Therapist	4.5*	4735
Dialysis Technician	16.7	54	Nurse Anesthetist	4.7	338
Laboratory Assistant	16.5	388	Clin. Pastoral Counselor	4.9*	62
Nurse Aide/Orderly	16.2	2644			
Rad.Therapy Technician	15.5	97			

(Overall % Black enrollment, all occupations: 10.1%)

* Training primarily at Baccalaureate or Graduate level.

TABLE 4

OCCUPATIONS WITH HIGHEST AND LOWEST PERCENTAGE NATIVE AMERICAN ENROLLMENTS

HIGHEST			LOWEST		
Occupation	% Nat.Am.	Total Enroll.	Occupation	% Nat.Am.	Total Enroll.
Alcohol/Drug Specialist	17.4	667	Unit Clerk	0.0	268
Physician Assistant (Certif. & Assoc. levels)	5.3	585	Unit Manager	0.0	43
Rehabilitation Counselor	2.2*	2447	Biomed. Engr. Technician	0.0	458
Emergency Med. Tech.	1.8	4473	Cytotechnologist	0.0	165
School Health Ed.	1.8*	2625	Histologic Technician	0.0	69
Dialysis Technician	1.8	54	Laboratory Assistant	0.0	388
Biomedical Engineer	1.4*	1096	Dental Lab. Technician	0.0	1471
Health Administrator (Assoc. & BA levels)	1.3*	1896	Human Services/Mental Health (BA & Graduate levels)	0.0*	465
Human Services/Mental Health (Certif. & Assoc. levels)	1.3	5455	Optometric Assistant	0.0	275
Health Administrator (Graduate level)	1.2*	1371	Pharmacy Assistant	0.0	46
Medical Transcriptionist	1.2	170	Nuclear Med. Tech.	0.0	448
			Radiation Ther. Technician	0.0	97
			Art/Dance/Music Therapy	0.0	862
			Recreational Therapist	0.0	928
			Rec. Ther. Technician	0.0	275
			Clinical Pastoral Counselor	0.0	62

(Overall % Native American enrollment, all occupations: 0.7%)

* Training primarily at Baccalaureate or Graduate level.

TABLE 5

OCCUPATIONS WITH HIGHEST AND LOWEST PERCENTAGE ASIAN ENROLLMENTS

HIGHEST			LOWEST		
Occupation	% Asian	Total Enroll.	Occupation	% Asian	Total Enroll.
Pharmacy Assistant	26.1	46	Unit Manager	0.0	43
Envir. Health Engineer	7.6*	615	Envir. Health Technician	0.0	904
Cytotechnologist	6.7	165	Dialysis Technician	0.0	54
Recreational Therapist	5.4*	928	Rec. Ther. Technician	0.0	275
Biomedical Engineer	5.2*	1096	Emergency Med. Tech.	0.2	4473
Dental Lab. Tech.	5.0	1471	Operating Room Technician	0.2	1284
Medical Social Worker	4.1*	1132	Human Services/Mental Health (BA & Graduate levels)	0.2*	465
Environmentalist	3.5*	1958	Human Services/Mental Health (Certif. & Assoc. levels)	0.3	5445
Dietitian/Nutritionist	3.4*	5664	Physical Therapy Assistant	0.3	1178
Clinical Pastoral Counselor	3.2*	62	Medical/Dental Secretary	0.3	2489
			Alcohol/Drug Specialist	0.3	667
			Health Administrator (Assoc. & BA levels)	0.3*	1896

(Overall % Asian enrollment, all occupations: 1.6%)

* Training primarily at Baccalaureate or Graduate level.

TABLE 6

OCCUPATIONS WITH HIGHEST AND LOWEST PERCENTAGE HISPANIC ENROLLMENTS

HIGHEST			LOWEST		
Occupation	% Hisp.	Total Enroll	Occupation	% Hisp	Total Enroll
Unit Clerk	20.9	268	Unit Manager	0.0	43
Mental Retard. Aide	14.0	221	Histologic Technician	0.0	69
Physical Therapy Asst.	14.0	1178	Dialysis Technician	0.0	54
Occ. Therapy Assistant	13.8	1079	Clinical Pastoral Counselor	0.0*	62
Human Services/Mental Health (BA & Graduate Levels)	13.5*	465	Alcohol/Drug Specialist	0.1	667
Med. Transcriptionist	11.2	170	Nurse Anesthetist	0.3	338
Psychiatric Technician	10.1	505	Art/Dance/Music Therapist	0.6*	862
Optometric Assistant	8.7	275	Recreation Therapy Technician	0.7	275
Med. Record Technician	8.7	1732	Environmentalist	0.9*	1958
Dietetic Technician	8.6	1355	Med. Record Administrator	0.9*	1154

(Overall % Hispanic enrollment, all occupations: 3.6%)

* Training primarily at Baccalaureate or Graduate level.

occupational contrasts, as well as other findings which were noted for minorities as a whole, reflect the high participation patterns of Blacks in allied health education as compared with the other minority groups (14,404 Blacks vs. 8,259 students in the other three minority groups combined).

Another point is to be made in considering how low the percentages of minorities were in the lowest occupations, which were in all cases considerably below the percentage of the corresponding minority in the population. One can speculate that if retention rates were figured into the manpower equation, that the numbers of minorities being graduated from the lowest enrollment occupations would be even further below their representation in the population.

Although the representation of Blacks was very low in several occupations, every one of the 59 allied health fields reviewed here had at least some Black students enrolled. By comparision, 4 of the occupations had no Asian enrollment whatsoever, 4 occupations had no Hispanic enrollment, and 17 occupations had no Native American students enrolled (despite the fact that overall representation of Native Americans in allied health training programs was slightly higher than their representation in the population -- 0.7 percent vs. 0.4 percent).

No clear patterns emerge to characterize the occupations which have the highest participation rates for any minority group. However, it does appear that the occupations with the highest involvement of Native Americans include fields of practice which are associated with delivery of primary care. Of the 945 Native Americans identified through the 1975 Collegiate Inventory, 116 (or 12.3 percent) were enrolled in training programs for Alcohol/Drug Specialist. Additionally, 7.6 percent were enrolled in the Human Services/Mental Health area, 5.6 percent in Rehabilitation Counselor programs, and 4.3 percent in Health Administration areas.

C. Geographic Distribution of Enrolled Minorities

In this section, total minority enrollments as well as the enrollments of the four racial/ethnic groups are examined by geographic region. The analysis consists of (a) a comparison of the regions in terms of minority enrollments relative to the population, (b) a review of within-region variation in percentages of minority enrollment, and (c) a consideration of regional variations in the percentages of minority enrollment for the highest and lowest occupations for each racial/ethnic group.

1. Total Minority Enrollment, by Census Division

In Table 7, total minority enrollments in collegiate and hospital programs in the 1975-76 and 1973-74 academic years are compared, by region, by survey year and by percentage of minorities in the population.

Only one region, the West North Central census division, had a percentage of minority enrollment which was consistently higher than that of the population for both educational settings and both academic years. The New England region had a relatively high rate of minority enrollment for all but the 1975-76 hospital programs, which had the same as the population percentage of minorities. The Middle Atlantic Region had higher-than-population percentages for minority students in both colleges and hospitals in the 1973-74 academic year, but lower-than-population percentages for minorities in both settings by 1975-76. The Mountain region was unique in that it had a considerably higher percentage of minorities enrolled in hospital based programs in both years, as compared with the population, but a considerably lower percentage of minorities in collegiate programs in both years.

The South Atlantic region was the one census division with the lowest overall participation of minorities in allied health training relative to the

TABLE 7

PERCENT
TOTAL MINORITY ENROLLMENT IN COLLEGIATE AND HOSPITAL SETTINGS IN RELATION TO POPULATION CENSUS DATA FOR 1975-76 and 1973-74

Census Division	% Minority Population	% Minorities in Collegiate Programs 1975-76	% Minorities in Collegiate Programs 1973-74	% Minorities in Hospital Programs 1975-76	% Minorities in Hospital Programs 1973-74
1. New England	5.2	↓ 7.4+	16.6+	5.1	5.8+
2. Middle Atlantic	16.5	↓ 14.6-	18.0+	↓ 13.4-	20.1+
3. East North Central	11.7	10.8-	10.9-	↓ 11.7	15.4+
4. West North Central	5.3	↑ 8.0+	6.9+	7.0+	7.3+
5. South Atlantic	23.7	↓ 18.8-	19.9-	↓ 17.2-	19.8-
6. East South Central	20.5	15.0-	15.2-	↓ 15.1-	22.5+
7. West South Central	29.3	↑ 27.2-	24.7-	26.5-	26.5-
8. Mountain	17.5	↑ 14.6-	13.5-	↓ 20.5+	22.6+
9. Pacific	22.8	↑ 21.3-	19.3-	↓ 18.7-	22.2-
TOTAL	17.6	15.5-	15.4-	↓ 13.8-	17.0-

"+" means that the percent is greater than the % minorities in the population for that region.
"↓" or "↑" indicates that the 1975-1976 enrollment percentage is increased or decreased relative to the 1973-1974 academic years.
"-" means that the percent is lower than the % minorities in the population for that region.

population, with percents considerably below the population representation of minorities for both settings and both years. The West South Central census division also had consistently low representation of minorities in allied health education as compared with the population -- as did the Pacific region and the East South Central region (in all but 1973-74 hospital programs). The East North Central region had a rate of participation of minorities which was lower than the population for collegiate programs in both years, but at or above the population level for hospital programs.

In summary, although there was an overall under-representation of minorities in allied health training relative to the population, the various regions of the country differed from one another very much in this regard. The findings of this study show that the West North Central and New England areas had an over-representation of minorities in allied health education, relative to the population, while the Southern regions (South Atlantic, East South Central, and West South Central) and the Pacific region had an under-representation of minorities in allied health training as compared with the population.

2. Enrollment of Four Minorities, by Census Division

Table 8 displays the high and low representations of each of the four separate minority groups, by geographic region, in relation to the overall total minority representation within each census division.

The over-representation of the total minority enrollment relative to the population, which was just noted for the West North Central census division, is attributable to a somewhat high representation of each of the four separate minority groups within that region. In the New England region, Blacks were somewhat over-represented in collegiate programs but under-represented in hospital programs; Asians were over-represented in both settings; and Hispanics

were under-represented in hospital programs. Within the Mountain region, the over-representation of minorities in hospital based programs, which was noted earlier, was due chiefly to the very high percentage of Native Americans in hospital programs (7.9 percent) as compared with the population (2.8 percent); Hispanics were dramatically under-represented in enrollments in both settings, compared to their 12.1 percent representation the population of the Mountain region.

The sizeable under-representation of minorities in the South Atlantic region noted for both settings and both years, appears to be due to a dramatic under-representation of Blacks in hospital (11.7 percent) and college enrollments (16.5 percent), compared to the population (20.8 percent). Blacks were also markedly under-represented in both settings within the East South Central census division. The overall under-representation of minorities in the West South Central division appears to be primarily due to an under-representation in both hospital (5.1 percent) and college programs (6.9 percent), relative to the Hispanic population of the Pacific region (12.5 percent). Within the Pacific region, Asian enrollments were somewhat high, in both settings, relative to the population.

3. Within-Region Variation in Minority Enrollments

The over- and under-representations of minority groups which have been noted for certain regions should not be assumed to apply equally to all states within those regions. Table I-3 in Appendix A shows the minority representations, by setting and year, for each state within regions. Enormous variations within census divisions are evident. For example, the South Atlantic region as a whole had a 16.5 percent rate of participation of Blacks in collegiate programs in 1975-76, compared to 20.8 percent representation of Blacks in the

TABLE 8

PERCENT ENROLLMENT OF FOUR MINORITIES IN 1975-76 COLLEGIATE AND HOSPITAL PROGRAMS, BY CENSUS DIVISION

CENSUS DIVISION	BLACK			NATIVE AMERICAN			ASIAN			HISPANIC			TOTAL MINORITY		
	Pop.	Coll.	Hosp.	Pop.	Coll.	Hosp.	Pop.	Coll.	Hosp.	Pop.	Coll.	Hosp.	Pop.	Coll.	Hosp.
1. New England	3.3	5.2	1.9	0.1	0.1	0.0	0.3	0.9	2.3	1.5	1.2	0.9	5.2	7.4	5.1
2. Middle Atlantic	10.6	10.8	9.2	0.1	0.2	0.2	0.4	1.1	1.4	5.3	2.5	2.6	16.5	14.6	13.4
3. East North Central	9.6	8.6	9.0	0.1	0.4	0.2	0.2	0.9	1.2	1.7	0.9	1.3	11.7	10.8	11.7
4. West North Central	4.3	4.7	4.4	0.6	2.0	0.7	0.2	0.8	0.8	0.8	0.6	1.1	5.9	8.0	7.0
5. South Atlantic	20.8	16.5	11.7	0.2	0.2	1.1	0.2	0.7	0.7	2.4	1.5	3.6	23.7	18.8	17.2
6. East South Central	20.1	13.9	13.7	0.1	0.4	0.0	0.1	0.7	0.8	0.2	0.3	0.6	20.5	15.0	15.1
7. West South Central	15.6	14.0	16.5	0.6	1.4	0.9	0.2	1.1	1.0	12.9	10.8	8.1	29.3	27.2	26.5
8. Mountain	2.2	3.4	2.9	2.8	3.1	7.9	0.5	1.3	1.0	12.1	6.7	8.6	17.5	14.6	20.5
9. Pacific	5.7	7.2	4.2	0.6	0.6	1.9	4.0	6.6	7.5	12.5	6.9	5.1	22.8	21.3	18.7
TOTAL	11.1	10.1	8.8	0.4	0.7	0.8	0.8	1.6	1.5	5.3	3.1	2.6	17.6	15.5	13.8

population. Among states within the South Atlantic region, however, the representation of Blacks ranged from an extreme under-representation in the District of Columbia (37.6 percent vs. 71.7 percent in the population), and in South Carolina (15.2 percent vs. 30.4 percent in the population), to a slight over-representation in West Virginia (7.0 percent vs. 3.8 percent in the population). Similarly, the West North Central region had a slight over-representation of Native Americans in 1975-76 collegiate programs (2.0 percent) as compared with the population (0.6 percent). In South Dakota, however, Native Americans constituted 16.4 percent of collegiate program enrollments, compared to 4.8 percent of the population. Other notable within-region variations can be found for the various census divisions and the four minority groups. Therefore, any statements concerning minority representation for a given state should be made by reference to the state-by-state presentations of data in Appendix A, rather than by generalization from the regional data.

D. Profile of Minority Institutions

This section presents a profile of minority institutions beginning with a discussion of allied health programs at minority institutions in general, and followed by individual descriptions of institutions which specifically serve each of the four ethnic/racial populations.

1. Total Minority Institutions

The term "total minority institution" refers to the aggregate of all Black, Hispanic, Native American, and Asian institutions. Included in this definition are those institutions which are described as either traditional, predominant, pluralistic, or significant in their representation of a minority group. The term "traditional" refers to those institutions which were founded by or for a particular ethnic group. The term "predominant" is used to

describe those institutions in which one ethnic group comprises greater than 50 percent of the student body. The term "pluralistic" is used when one ethnic group represents the largest segment of the student body (a plurality) though no racial or ethnic group constitutes a numerical majority. The term "significant" refers to those institutions in which one ethnic group represents 20 to 50 percent of the institution's total student body. The data shown below indicates that 380 minority institutions were included in the 1975 collegiate file, and that of this group, 189 (50 percent) had allied health programs, totaling 563 allied health programs. In the entire 1975 collegiate data file, there were 1,624 institutions offering 5,624 programs. It was found that while 23 percent of the institutions in the 1975 ASAHP survey were minority institutions, these accounted for only 10 percent of all allied health program offerings. Additionally, those institutions having the least concentration of minority students ("significant" minority institution) had the largest number of allied health program offerings (333 programs, or 59.1 percent of all programs offered within minority institutions).

Type of Institution	Number	Number with AH Programs	Number of AH Programs	% of Minority Institution Programs
Traditional	121	46	81	14.4
Predominant	71	32	117	20.8
Pluralistic	11	8	32	5.7
Significant	117	103	333	59.1
TOTAL	380 (of 1624)	189	563 (of 5624)	100.0

2. Black Institutions

Shown below is a breakdown of Black institutions, by type and number of allied health programs. Those institutions described as having a "significant" Black enrollment (139 institutions) offered the preponderance of programs in allied health (265 out of 449 programs). However, the next highest offering of allied health programs was from "predominantly" Black institutions -- 82 programs at 55 institutions. The 106 "traditionally" Black institutions offered slightly fewer allied health programs (79).

Type of Institutions	No.	No. with AH Programs	No. of AH Programs
Traditional	106	44	79
Predominant	55	23	82
Pluralistic	8	6	23
Significant	139	82	265
TOTAL	308	155	449

A look at Table II-5(A) in Appendix A shows that there are fewer four-year than two-year Black institutions. Most of these institutions (either traditional, pluralistic, or significant) were supported by public funds. This table also reveals a great variation in size of enrollment among institutions.

Forty-one of the 44 traditionally Black institutions were located in either the South Atlantic, East South Central or West South Central regions, with the South Atlantic containing the most (31). The predominantly Black institutions were located in only five regions.

Across all types of Black institutions, practically all programs in 1975 were for basic occupational preparation. The breakdown of these programs by award level is as follows:

Award Level	Progs. in Black Institutions		Progs. in Non-Minority Institutions	
	#	%	#	%
Certificate	106	23.6	887	17.6
Associate	208	46.3	1322	26.2
Baccalaureate	108	24.1	1867	36.9
Graduate	27	6.0	978	19.4
TOTAL	449	100.0	5054	100.0

The most significant difference between Black institutional allied health offerings and those of the non-minority ASAHP 1975-76 sample was the percentage of program offerings at the Certificate and Associate degree levels, which was far higher in Black institutions, than in non-minority institutions. Conversely, the percentage of Baccalaureate and Graduate level offerings in non-minority institutions was far higher than in Black institutions.

Table II-6 (A), Appendix A, shows several other noteworthy findings.

The average size of entering class was larger in Black institutions than in non-minority institutions. Except for traditionally Black institutions, the average number of classes per year was larger. Also, average program enrollment in traditionally, predominantly, and pluralistically Black institutions was larger than in non-minority institutions.

3. Hispanic Institutions

The data below strikingly documents the small number of Hispanic institutions with allied health program offerings. Of particular note is the complete absence of any traditionally Hispanic institutions. Finally, the greatest number of program offerings was in the category of significant Hispanic institutions.

Type of Institution	No.	No. with AH Programs	No. of AH Programs
Traditional/Hist.	---	---	---
Predominant	10	6	24
Pluralistic	2	2	9
Significant	35	18	56
	47	26	89

The distribution of Hispanic institution programs by award level is similar to that found for Black institutions.

Award Level	Progs. in Hispanic Inst.		Progs. in non-Minority Inst.	
	#	%	#	%
Certificate	16	20.8	887	17.6
Associate	34	44.2	1322	26.2
Baccalaureate	25	32.5	1857	36.9
Graduate	2	2.6	978	19.4
	77	100.0	5044	100.0

As compared with non-minority institutions, Hispanic institutions offered a far greater percentage of programs at the Associate degree level and almost no programs at the Graduate level. Several findings from Table II-6(D), of Appendix A, bear mentioning. The average size of entering classes in predominantly and significantly Hispanic institutions was larger than in non-minority institutions; further, the average number of students entering per year was much higher than in non-minority isntitutions. However, average program enrollments in predominantly and significantly Hispanic institutions were smaller than those in non-minority ones.

4. Native American Institutions

Type of Institution	No.	No. with AH Programs	No. of AH Programs
Traditional/Hist.	15	2	2
Predominant	6	3	11
Pluralistic	1	0	0
Significant	1	1	1
TOTAL	23	6	14

Among Colleges, in 1975, Native American institutions were few in number, and even fewer offered programs in allied health. The six institutions

which offered allied health programs were located in the West North Central, South Atlantic, and Mountain regions. Five of the six were organized on a two-year basis, and five of the six were also under public control.

The level of award for allied health programs located in Native American institutions is as follows:

Award Level	No. in Native American Inst.	No. in non-Minority Inst.
Certificate	2	887
Associate	11	1322
Baccalaureate	1	1867
Graduate	0	978
TOTAL	14	5054

Among the 14 program offerings, 13 were at the Certificate or Associate degree level. Other data in Table II-6(B) of Appendix A, shows considerably lower average entering class size, number of classes per year, and total enrollment for Native American institutions as compared with other ethnic institutions or non-minority schools.

5. Asian Institutions

The small number of Asian institutions precludes meaningful analysis.

E. Impact of Minority Institutions on Minority Enrollments

1. Overview of Findings in this Area

The numbers presented below provide a very general but useful indication of the impact of minority institutions on minority participation in fields of training. The rows indicate occupations for which minority institutions

conduct no programs, up to five, or more than five percent of programs, while the column categories indicate occupations with minority enrollment of under 0 percent, 10 to 20 percent, and over 20 percent.

Rate of Minority Institution Participation in Allied Health training	Overall Percentage Total Minority Enrollment		
	LOW (less than 10%)	MEDIUM (10-20%)	HIGH (over 20%)
No programs for this occupation	5	7	3
Up to 5 percent of programs	10	15	4
Over 5 percent of programs	0	7	7

The above summary shows that of the 15 occupations for which no training was offered in minority institutions, 5 occupations had an overall low rate of minority enrollment, 7 had a medium rate, and 3 had a high rate of minority participation. Occupations for which up to 5 percent of programs were conducted by minority institutions generally were found to have low to medium rates of minority enrollment, while those 14 occupations having the highest rates of involvement by minority institutions all had moderate to high percentages of total minority enrollment.

The three occupations which had higher than 20 percent minority enrollment despite the absence of any involvement by minority institutions were Mental Retardation Aide (24.9 percent minorities), Pharmacy Assistant (56.5 percent minorities), and Alcohol/Drug Specialist (29.2 percent minorities).

2. Extent to which Minorities Attend Minority Institutions

Another way to view the impact of minority institutions is to examine the extent to which those minorities participating in allied health training did so within minority institutions (Table 9). Minority institutions

accounted for 34 percent of all minority enrollment in 1975-76 collegiate allied health programs -- including 41 percent of Black enrollment, 15 percent of Native American students, 14 percent of Asians, and 25 percent of Hispanics.

TABLE 9

Ethnic Characterization of Institution	ENROLLMENT DISTRIBUTION WITHIN RACIAL/ETHNIC GROUP								Total Minority	
	Black		Native Amer.		Asian		Hispanic			
	N	%	N	%	N	%	N	%	N	%
Historically This Minority	1711	11.9	56	5.9	-	-	-	-	1767	7.8
Predominantly This Minority	1829	12.7	44	4.7	-	-	474	9.3	2347	10.4
Pluralistically This Minority	351	2.4	-	-	-	-	0	0	351	1.5
Significantly This Minority	1777	12.3	1	0.1	6	0.3	432	8.5	2216	9.8
Other Minority (Any Category)	234	1.6	41	4.3	302	13.5	341	6.7	918	4.0
Non-Minority	8502	59.0	803	85.0	1930	86.2	3829	75.4	15064	66.5
TOTAL	14404	(100.0)	945	(100.0)	2238	(100.0)	5076	(100.0)	22663	(100.0)

Table 9 also shows the overall impact of institutional ethnicity on the four minority groups. With 41 percent of Black allied health students, only 1.6 percent were at other-than-Black minority institutions. By comparison, 4.3 percent of Native Americans and 6.7 percent of Hispanic students in allied health programs were attending minority institutions other than their own racial/ethnic group. A large percentage of Asian students (13.5 percent) attended other minority institutions, since there were only six Asian institutions.

The individual occupational profiles in Appendix B include many examples of programs in minority institutions which account for inordinately large percentages of the minority enrollment for a particular occupation and region. For instance, the 5 (out of 13) pre-Master's level Speech Pathology/Audiology programs offered by Black institutions in the South Atlantic region account for 32 percent of all Black students enrolled within this occupation and region. Similarly, the one (of 13) Respiratory Therapy Technician program

offered at a Black institution in the East North Central region accounts for 61 percent of all minorities enrolled in that occupation and region.

In one analysis involving the 24 occupations having minority institution involvement within only one or two geographic regions, 14 occupations showed a very strong impact of minority institution on minority enrollments within those regions having programs offered by minority schools, 6 occupations showed a strong impact on minority enrollments within one region but not the other, and 4 occupations lacked sufficient data for drawing conclusions about the extent to which minority institutions account for the minority enrollments within those regions.

3. Overall Impact of Minority Institutions on Highest and Lowest Enrollment Occupations for Four Minority Groups

It was previously noted that Blacks and Hispanics tended to have their highest enrollments in those occupations for which training occurs at the lower award levels. The data below shows that those occupations which had the highest enrollments of Blacks and Hispanics had higher percentages of programs offered by minority institutions than did those occupations having very low Black and Hispanic enrollments. In contrast, the occupations in which Native American and Asians had their highest rates of participation, seen earlier to be offered at the higher award levels, also tended to have lower rates of involvement on the part of minority institutions than did the occupations with the lowest Native American and Asian enrollments.

	Percentage of Programs Offered in Minority Institutions	
Racial/Ethnic Minority	Highest Enrollment Occupations	Lowest Enrollment Occupations
Black	6.9%	1.9%
Native American	3.7%	4.4%
Asian	2.2%	5.6%
Hispanic	8.2%	2.9%

These findings suggest that minority institutions, through their program offerings, had considerably greater impact on the enrollments of Blacks and Hispanics than on the enrollments of Native Americans and Asians in allied health training programs. This impact will be examined on a region-by-region basis below.

4. Regional Variations in Occupations with Highest and Lowest Black Enrollments and Impact of Minority Institutions

Of the 12 occupations with the highest percentages of Black enrollment, 7 occupations had sufficiently high enrollments (500 students or more) to warrant region-by-region examination of Black enrollments. Analysis of the occupational profiles contained in Appendix B, reveals that Baccalaureate and Graduate level programs in Human Services/Mental Health training had a notably higher percentage of Black enrollment than of Blacks in the population only in region 5 (South Atlantic), where the 2 (out of 8) programs offered by Black institutions accounted for 81 percent of all Black enrollment for that field. Respiratory Therapy Technician programs also had significantly higher-than-population rates of Black enrollment only in the Middle Atlantic and East North Central census division; the 3 (out of 21) Respiratory Therapy Technician programs conducted by Black institutions in these two regions accounted for 56 percent of all enrolled Blacks for that occupation. *Thus, it appears that the high Black enrollments in 2 of the highest occupations were due to the extremely high enrollments within those regions where training is conducted by Black institutions.*

In three occupations among those with the highest Black enrollments (Certificate and Associate Human Services/Mental Health, Dietetic Technician, and Medical Record Technician), the rates of Black student enrollment were

high in those regions with program offerings by Black institutions, but were also notably high in regions where Black institutions are not involved in training for these occupations. Additionally, the Nurse/Aide/Orderly enrollments of Blacks were higher than the population only in region 5 (South Atlantic). This is clearly not due to the impact of minority institutions within that region (which account for only 8 percent of Black enrollments). For the Associate and Baccalaureate level programs in Health Administration, the percentage of Blacks is particularly high in census division 2, 3, and 6 (and very low in region 5); of these regions, census division 2 has 1 program (out of 11) conducted by a Black institution without apparent impact on the Black enrollment for the region, and census division 6 has 2 (of 4) programs offered by Black schools, accounting for 90 percent of the region's Black enrollment for this occupation. *Thus, it appears that for 5 of the 7 occupations considered here, the very high rates of Black participation are attributable to the impact of Black institutions within some regions but not within others.*

Among the occupations with the lowest percentages of Black enrollment, 7 occupations had no program offerings by Black institutions. All of these 7 occupations had particularly low percentages of Blacks, relative to the population, within the South Atlantic region -- although the Middle Atlantic, East North Central, East South Central, and West South Central regions also had extremely low rates of Black participation in one or more of these occupations. Percentages of Black enrollment were low relative to the population of all regions for the Dental Hygienist and Occupational Therapist fields, despite program offerings by Black institutions in some regions. Enrollments in Physical Therapist training programs were low in all regions except the East

South Central census division, where 2 (of 8) programs offered by Black institutions accounted for 82 percent of the very high Black enrollment of that region.

5. Regional Variations in Occupations with Highest Native American Enrollments

Since Native Americans constituted only 0.7 percent of 1975 collegiate allied health program enrollments, those occupations with the highest percentages of Native American enrollment still had very small actual numbers of students involved.

Native Americans in Certificate and Associate level training for the Physician Assistant field are seen to have been concentrated in the Mountain region, where one program conducted by a Native American institution accounts for 21 of the 30 Native Americans enrolled within that region and occupation (for which the total Physician Assistant enrollment was only 36 students). (See Appendix B). The only other region with any Native American enrollment reported is census division 4, with one student. Native Americans enrolled in Emergency Medical Technician programs were also concentrated in the Mountain region, which had 62 of all 81 Native Americans enrolled in this occupation (20 of them at the one program offered by a Native American institution). Human Services/Mental Health programs at the Certificate and Associate levels had an overall Native American enrollment of 1.3 percent. Most of these were concentrated in the West North Central region, where one program conducted by a Native American school had 36 of all 52 Native Americans in this region and occupation.

The one Native American institution program offered in the Medical Laboratory Technician field and the one such program offered for Dental

Assistant training included all of the Native Americans enrolled in those occupations, in the regions where Native American institutions offer the programs.

None of the other occupational areas with the highest overall Native American enrollments had programs conducted by Native American institutions. Alcohol/Drug specialist programs had Native American enrollments primarily in the West North Central region, with a few also in the Pacific region. Native Americans in Rehabilitation Counselor training were enrolled mainly in the West South Central and Mountain areas; in School Health Educator training, the Native Americans were mainly in these two regions plus the Middle Atlantic area; in Health Administration training, Native Americans were enrolled only in the West South Central, Mountain, and Pacific census divisions. All Native Americans in Biomedical Engineering training were in the east North Central region.

6. Regional Variations in Occupations with Highest Asian Enrollments

Of the 10 occupational areas with the highest percentages of Asian enrollment, 7 had sufficiently large numbers of students to examine their distribution by geographic region. Region 9 had a particularly high percentage of Asian enrollment for all 7 of these occupations, and that region (the Pacific census division) accounted entirely for the high overall Asian representation in four of the occupations (Environmental Health Engineer, Recreational Therapist, Dental Lab Technician, and Medical Social Worker). Asians studying for the Environmentalist profession were concentrated in the Pacific area, but with an unusually high percentage also in the East North Central region. Asians in Biomedical Engineering training were concentrated in the East North Central region, with a few also in the West South Central and

Pacific areas. There was a higher-than-population percentage of Asians in training for Dietetian/Nutritionist practice, in every census division.

7. Regional Variations in Occupations with Highest and Lowest Hispanic Enrollments, and Minority Institution Impact

Of the 10 occupations with the highest percentages of Hispanic enrollment, 6 have enrollments large enough to review by region. Physical Therapy Assistant programs had a higher-than-population percentage of Hispanics only in the South Atlantic region. In the West South Central, the one program (out of 5) offered by an Hispanic school accounted for all 8 Hispanics and 6 of the 10 Black students enrolled in that occupation and region. For Physical Therapy Assistant training, 39 of all 41 Hispanics were enrolled within the Middle Atlantic, West South Central, or Pacific regions. The highest percentage of Hispanics relative to the population was in the West South Central census division (29.2 percent of enrollment vs. 12.9 percent of the population); in that region one program (of 3) offered by an Hispanic institution had 17 of all 19 Hispanics and 5 of the 8 Blacks enrolled in that occupation and region. Medical Record Technician programs had an especially high rate of Hispanic enrollment in regions 2 and 7 (Middle Atlantic and West South Central), but a low percentage of Hispanics in region 8 (Mountain) relative to the population. Nearly all of the Hispanics in Medical Record Technician training in the Middle Atlantic region were enrolled in programs in Black institutions, while nearly all of those in the West South Central region were enrolled in the two programs conducted by Hispanic institutions.

All but one of the 63 Hispanic students enrolled nationally in Baccalaureate and Graduate level training for Human Services/Mental Health were in the West South Central region, where 62 of the 68 students in that

occupation were Hispanic (with no programs offered by an Hispanic institution). Most Hispanics in Dietetic Technician training were enrolled within the West South Central (with a low percentage, relative to the population) and the Pacific (high percentage enrollment) regions. Forty-nine of all 51 Hispanics in Psychiatric Technician programs were enrolled in the Pacific region, in non-minority institutions.

F. Funding from the Division of Associated Health Professions

The major source of federal support for allied health education has been the Department of Health, Education and Welfare, through the Office of Education and the Bureau of Health Manpower (BHM).

During the eleven-year period from FY 1966 through Fy 1976, the Office of Education expended an estimated $188 million in vocational education funds for allied health training, in addition to an undertermined amount of financial assistance to allied health students. During approximately the same period (FY 1965 through FY 1976), the Bureau of Health Manpower also spent $188 million in support of allied health professions training. The greatest share (80 percent) of BHM funds went to support training for the fields of medicine, nursing and dentistry; the $188 million to allied health represents less than 5 percent of the total $4.2 billion appropriated by BHM during the FY 1965-FY 1976 period.

The largest category of BHM funding to allied health educational instituions has been special improvement grants, amounting to $63 million for FY 1973 through FY 1977. The next largest category, special project grants, totaled $37 million for the same period. Data made available by the Bureau of Health Manpower makes possible a limited examination of distribution patterns for the aggregate of these two categories of funding.

1. DAHP Funding by Institution Ethnicity

Of all special project and special improvement grants administered by BHM in 1973, 1975, and 1977, 8.1 percent went to programs in minority institutions. Only 6.1 percent of the grants awarded in 1975 went to minority institution programs; the ASAHP data file indicates that minority institutions accounted for 10.0 percent of all allied health program offerings in that year.

Year	Minority Institutions			Non-Minority Institutions	
	# of Insts.	Amount	% of Total	# of Insts.	Amount
1973	14	$1,537,803	9.9	141	$14,036,287
1975	9	823,422	6.1	120	12,683,986
1977	13	1,295,767	8.1	144	14,733,488
TOTAL	36	$3,656,992	8.1	405	$41,453,761

It should be noted, however, that while the percentage of funds awarded to DAHP to minority institutions is lower than the percentage of programs represented by these institutions, the percentage of minority institutions receiving these two types of grants was relatively high. Appendix Table II-7 shows that of the 87 minority institutions examined, 14 received DAHP special project or special improvement grants in 1973, 9 did so in 1975, and 13 received such grants in 1977 -- representing 16, 10, and 15 percent of minority institutions for the three years. By comparision, 8 or 9 percent of non-minority institutions received DAHP special project or special improvement grants in these years. Thus there appears to be a relatively lower dollar amount but a relatively wider distribution of DAHP funding to minority as compared with non-minority institutions.

2. DAHP Funding by Geographic Area and Institution Ethnicity

From the data shown in Appendix Table II-7, the pattern of DAHP funding can be examined for each geographic area. Although there was considerable variation across years, there were four census divisions in which minority institutions received over 10 percent of the DAHP special project and special improvement funds awarded to schools within that region. Highest among these was the East South Central census division; over 20 percent of the DAHP funds awarded to schools in the East South Central area went to minority institutions. Less striking but still noteworthy in this regard are the South Atlantic, West South Central, and Mountain regions -- each with over 10 percent of DAHP funds for that region going to minority institutions. Minority institutions within the New England, Middle Atlantic, East North Central, and West North Central census divisions, on the other hand, received zero, or very low percentages, of special project and special improvements funds distributed by DAHP to those regions.

SECTION III: ENROLLMENT PROFILE FOR FOUR RACIAL/ETHNIC GROUPS

Whereas the previous section of this report presented data organized by subject (such as occupation, award level, or region) and included findings for each of the four minority groups relative to a given variable, the present section provides a reiteration of all findings pertaining to each racial/ethnic group,, in order to highlight their unique enrollment patterns.

A. Black Enrollment in Allied Health Programs

The enrollment of Blacks in allied health education was 10.1 percent and 9.9 percent in the Collegiate 1975-76 and 1973-74 samples, respectively. For the same periods, the Black enrollment in hospital based programs was 8.8 percent and 13.7 percent respectively. In 1970 the Black population comprised 11.1 percent of the U.S. total population.

The data on occupational training programs with the highest and lowest Black enrollment indicated that the ten occupations with the highest enrollments had in every case enrollments of greater than 15 percent. These occupations tended to be primarily based at the certificate and associate degree levels. On the other hand, the ten occupations with the lowest Black enrollment had less than 5 percent Black enrollment. Further, these occupations tended to be those where programs were offered at the Baccalaureate degree level.

Geographically, Black enrollment in collegiate and hospital based programs reflected a broad range of representation. In some regions the Black collegiate enrollment approximated the representation of Blacks in the population. In other regions, e.g., the East South Central and the South

Atlantic the Black enrollment in collegiate allied health programs varied from the representation of Blacks in the population. Further, within each region of the country (both where Black enrollments were high and low), state-by-state fluctuations were quite dramatic. For instance, within the South Atlantic Region, Black enrollment in the District of Columbia was 37.6 percent while in West Virginia it was 7.0 percent.

Black colleges and universities reporting allied health programs numbered 155 of 308 in the country. These 155 Black institutions had 449 program offerings. The majority of program offerings (69.9 percent) were at the Certificate and Associate degree levels, as compared with 43.8 percent of the program offerings in non-minority schools.

Only 6.0 percent of the program offerings were at the Graduate level in Black institutions as compared with 19.4 percent at the non-minority institutions.

In tracking the extent to which Black allied health students were enrolled in Black vs. non-Black institutions the data indicated that 39.4 percent of Black students enrolled in allied health were studying in traditionally, predominantly, pluralistically or significantly Black institutions.

Regional variations in occupations with high and low Black enrollments and the impact of Black institutions on minority enrollment were additional variables studied. The results tend to suggest, as pointed out earlier, that in some cases high Black enrollments were due to high enrollments within certain regions where Black institutions were offering allied health training.

To sum up:

- Black student enrollment in allied health is lower than the representation of Blacks in the Population.
- Black enrollment in hospital based programs declined over the two-year period studied while remaining unchanged in colleges (for the same period).

- Black enrollments were greater in occupational programs which were offered at the Certificate and Associate degree levels.
- Black enrollments were smaller in occupational programs which were offered at the Baccalaureate and Graduate degree levels.
- A wide range of Black enrollment was found from region to region in the country.
- A wide range of Black enrollment was found within regions in the country.
- Black institutions seemingly accounted for a larger than would be expected portion of Black student enrollments in the country.
- Within Black institutions, more health program offerings were at the Certificate and Associate degree levels than Baccalaureate.

B. Native American Enrollment in Allied Health Programs

In allied health education, the enrollment of Native Americans was 0.7 percent and 0.4 percent in Collegiate 1975-76 and 1973-74 samples, and 0.8 percent and 0.4 percent in hospital based programs (for the same periods). Contrastingly, the percent of Native Americans in the population, according to the 1970 census was 0.4 percent.

Those eleven occupational training areas with the highest percentage of Native American enrollees each had more than 1.4 percent Native Americans. On the other hand, there were 16 occupational areas in which the percentage of Native American enrollment was 0.0 percent. Five of the occupations with the highest Native American enrollees were primarily at the Baccalaureate degree level while only one of the 16 occupations with no Native American enrollees was at the Bachelors level.

In five geographic regions, the percentage of Native Americans was greater than found in the regional census (among collegiate programs). In no

region was the representation of Native American enrollees less than that found in the population. As was the case with Blacks, wide variations were noted within regions for Native American enrollees.

Of the 23 Native American institutions included in this study, only 6 offered allied health programs. These six institutions offered a total of 14 allied health programs. All but one of these offerings were at the Certificate and Associate degree levels. Only one offering at the Baccalaureate degree level was identified in the sample.

It was found that 10.7 percent of Native American enrollees (only 101 students) were enrolled in Native American institutions. (The total number of Native Americans in all institutions was only 945).

A look at regional variations in occupations with highest Native American enrollments showed that Physician Assistant, and Emergency Medical Technician programs were concentrated in the Mountain Region. The West North Central Region had a large number of Native Americans enrolled in Human Services/Mental Health and Alcohol/Drug Specialist programs.

In summary, a profile of Native American enrollment in allied health programs is as follows:

- Native American enrollment in hopsital and college-based programs tended to be equal to or greater than the Native American representation in the population.
- Native American enrollment increased from 1973-74 to 1975-76 in both hospital and college settings.
- Native American enrollments were greater in occupational programs which were offered at the Baccalaureate level.
- In a significant number of occupational training areas (16) there was no Native American enrollment.

- A wide range of Native American enrollment was found from region to region and within regions across the country.
- There were few Native American institutions with allied health training programs.
- There was only one Native American institution which offered Bachelors degree program.

C. Hispanic Enrollment in Allied Health Programs

The enrollment of Hispanics in allied health education was 3.6 percent and 3.3 percent in college based programs for the periods 1975-76 and 1973-74, respectively. For the same periods, the Hispanic enrollment in hospital based programs was 2.6 percent and 2.7 percent. In 1970 the Hispanic population comprised 5.1 percent of the U.S. total population. Hence during the periods in question, Hispanic enrollment increased in college settings but decreased slightly in the hospital based programs.

The ten occupations with the highest percentage of Hispanic enrollees each had more than 8.6 percent enrollments. These occupations tended to be at the Certificate and Associate degree levels. The ten occupations with the lowest percentage of Hispanic enrollees had less than 0.9 percent Hispanics. There were four occupations with no Hispanic enrollment. These occupations tended to be those at the Baccalaureate degree level.

Regionally, the degree of representation of Hispanics in allied health enrollment reflected a broad range of percentage figures. In no regions was the percentage of Hispanic enrollment greater than that in the population. As with the other ethnic groups, a wide range of Hispanic enrollment was found within individual regions.

There were 47 Hispanic institutions in the country, with 26 of these institutions conducting 89 allied health programs. Sixty-five percent of these

89 programs were offered at the Certificate and Associate degree levels. The Hispanic institutions accounted for 17.8 percent of the enrollments of Hispanic students in allied health programs.

Regional variations in occupations with highest and lowest Hispanic enrollments, and minority institution impact data were also analyzed, although the findings do not lend themselves to generalization. The region having the highest percentage of Hispanics relative to the population was in the West South Central region.

A summary of findings about Hispanic enrollment in allied health training is presented below:

- Hispanic enrollment in allied health was lower than the percentage of Hispanics in the population.
- Hispanic enrollment in college based programs increased slightly over the period 1975-76 while it decreased slightly in hospital based programs during the same period.
- Hispanic enrollments were greater in occupational programs which were offered at the Certificate and Associate degree levels.
- Hispanic enrollments were smaller in occupational programs which were offered at the Baccalaureate and Graduate degree levels.
- A wide range of Hispanic enrollment was found within regions of the country.
- Hispanic institutions accounted for 17.8 percent of Hispanic enrollments in all institutions.
- Within Hispanic institutions, the majority of program offerings were at the Certificate and Associate degree levels.

D. Asian American Enrollment in Allied Health Programs

The enrollment of Asians in college based programs during the periods of 1975-76 and 1973-74 was 1.6 and 2.1 percent, respectively. Within hospital

based programs the representation was 1.5 and 1.1 percent, respectively. The 1970 census indicated that the percent of Asians in the U.S. population was 0.8 percent. Hence in all instances the representation of Asians in allied health programs was greater than that found in the population.

Among ten occupations having the highest Asian enrollment (all greater than 3.2 percent), seven involved training primarily at the Bachelors level. Contrastingly, only two of the occupations having the lowest percentage of Asians were at the Baccalaureate degree level.

Geographically, in all but one region, the percentage of Asian enrollment in allied health was greater than that found in the population. However, as before, wide variations within regions were noted with respect to Asian enrollments in allied health. There were no Asian institutions.

In summary:

- Asian enrollment in allied health was greater than that found in the population.
- Asian enrollment was higher in college based programs than in hospital based ones.
- Asian enrollments were larger in Baccalaureate degree programs.
- The regional representation of Asians in allied health suggests that as a group, Asians were well represented in all but one region of the country.
- No Asian institutions exist, therefore all Asians are enrolled in non-minority or other-than-Asian institutions.
- The situation for Asians is quite different from that of other minority groups studied in this report.

SECTION IV: SUMMARY OF FINDINGS

To serve as a preliminary step in assessing the representation and needs of racial/ethnic minorities in the allied health fields, the Office of Health Resources Opportunity sponsored an analysis of available data on education and practice. While a more far-reaching study is essential to answering the critical questions about patterns of minority participation in the allied health fields, such efforts are limited by the lack of available data.

Data for this report was derived almost entirely from four nation-wide surveys of allied health education programs, conducted by the American Society of Allied Health Professions (ASAHP) and the American Hospital Association (AHA) for the 1973-74 and 1975-76 academic years. The AHA inventories of training programs in all non-military U.S. hospitals were designed to be parallel in instrumentation and methodology to the ASAHP inventories of programs in all accredited two-year and four-year colleges. These data collection projects, all conducted under contract with the Bureau of Health Manpower, DHEW, resulted in the collection of detailed program information for a total of 18,097 allied training programs analyzed in this study. These included 5,612 programs in the 1975 ASAHP survey, 3,810 in the 1975 AHA file, 5,019 for 1973 ASAHP, and 3,656 for 1973 AHA. Items of information were selected and prepared for analysis across the four data files, based on their relevance for examination of institutional and program characteristics associated with minority enrollments in allied health education. Several areas of analysis focused on the 1975 ASAHP data file for detailed compilation of data. Of programs represented in the data files, about 66 percent provided data on racial/ethnic distribution of enrolled students, a variable which the smaller

programs answered more often than did larger programs. The precise effects of missing data on the results presented here are unknown; therefore, findings should be considered suggestive of patterns and trends rather than taken as definitive statements of fact.

Following is a summary of the major findings presented in the report:

A. Minority Enrollment

- The overall representation of minorities in allied health training programs was lower than the percentage of minorities in the population, for all four surveys except the 1973 hospital inventory.
- While the percentage of minority students enrolled in collegiate allied health programs remained constant between the 1973-74 and 1975-76 academic years, minority representation in hospital based programs decreased over the same period.
- The percentage of Blacks in allied health training programs was lower than the percentage of Blacks in the population, in every case except for the 1973-74 hospital based programs.
- The overall representation of Native Americans in allied health training programs were slightly higher than their representation in the population.
- Hispanics were the most consistently under-represented minority in allied health training programs.
- Asians were the only minority which could be considered over-represented in allied health training programs.

B. Occupation and Award Level

- Minority students were more represented at the Certificate and Associate levels and slightly less represented at the Baccalaureate and Graduate levels, as compared with the total enrollment in allied health programs.
- Of the twelve occupations with the highest percentages of Black enrollment, ten were offered primarily at the Certificate and Associate award levels.

- The occupations with the lowest percentage of Black and Hispanic enrollment generally tended to be offered at the Baccalaureate or Graduate levels.

- Native Americans and Asians had the highest rates of enrollment in occupations for which training is typically at the BA level or higher.

- Every one of the 59 occupations reviewed included at least some Blacks in their enrollment. However, four occupations had no Asian enrollment, four occupations had no Hispanic enrollment, and seventeen occupations had no Native American enrollment.

C. Geographic Distribution

- Although there was an overall under-representation of minorities in allied health training relative to the population, the various regions of the country varied greatly in this regard.

- The West North Central and New England regions had an over-representation of minorities, relative to the population.

- The Southern and Pacific regions had an under-representation of minorities, relative to the population.

- The South Atlantic region had the lowest overall minority enrollment relative to the population, due to a dramatic under-representation of Blacks.

D. Minority Institutions

- Twenty-three percent of the institutions reporting enrollment data in the 1975 ASAHP survey were minority institutions; however, only 10 percent of all allied health programs were located in minority institutions.

- These institutions accounted for 34 percent of all minorities enrolled in 1975-76 collegiate allied health programs, including 41 percent of Black enrollment, 15 percent of Native American students, 14 percent of Asians, and 25 percent of Hispanics.

- Nearly all of the 41 percent of Black allied health students attending minority institutions were enrolled at Black schools; by contrast, a significant percentage of Native American, Asian, and Hispanic students attended minority institutions other than their own racial/ethnic group.

- Occupations with the highest enrollment of Blacks and Hispanics tended to have high percentages of program offerings by minority institutions. By contrast, occupations with the highest rates of enrollment of Native American and Asian students tended to have low rates of involvement on the part of minority institutions. Minority institutions, through their program offerings, therefore appear to have a greater impact on the enrollment of Blacks and Hispanics than on the enrollment of Native Americans and Asians.

E. Funding from the Division of Associate Health Professions

- The 563 allied health programs located at minority institutions in 1975 represented 10 percent of the total allied health program offerings; however, minority institutions received only 6 percent of DAHP funds during that year.

SECTION V: CONCLUSIONS AND RECOMMENDATIONS

The purpose of this report is to present data on minority enrollment in collegiate and hospital based allied health training programs at two recent points in time, in order to develop an assessment of specific areas of need facing minorities with respect to training for the allied health fields. To this end, patterns of enrollment have been examined individually for four racial/ethnic groups -- relative to 59 major allied health occupational areas, collegiate vs. hospital training setting, program award level, geographic distribution, and racial/ethnic characterization of institutions.

A. Informational Needs

Program enrollment data analyzed in this report constitutes the only available data on minorities in all of the allied health fields. Analysis of enrollment data, however, is only a preliminary step toward assessing the representation and needs of racial/ethnic groups in allied health practice areas. A full picture would require analysis of employment patterns as well as training patterns, and in-depth exploration of factors accounting for those maldistributions which are identified.

Many different types of factors may prove to be critically related to patterns of minority participation. These include career counseling, recruitment practices, admissions procedures and criteria, institutional support systems as these affect retention of students in training programs, graduate placement efforts, certification practices, and employment opportunities. Without available data for studying all of these areas, minority participation patterns and their dynamics cannot be fully understood. Whereas a relationship between minority enrollment and level of training (degree awarded) is

clearly indicated in this study, for instance, it is not known whether this is attributable to characteristics of the educational process or to employment opportunities for trained minority personnel.

Any recommendations to be made about meeting the needs of racial/ethnic minorities in the allied health areas must begin by addressing these critical information gaps. Specifically:

- It is necessary to update and validate the findings presented here by analyzing current enrollment data. To this end, ASAHP is currently under contract with the Division of Associated Health Professions of BHM, to conduct a 1979-80 nationwide inventory of collegiate allied health training programs. The data collection contract also includes development of a descriptive/analytic report which will, in one chapter, compare 1979-80 data with the key findings reported here about minority enrollments in collegiate allied health training.

- There is an immediate need for a study of the feasibility of collecting data on processes underlying the distribution of minorities in allied health training -- including approaches to career counseling, recruitment, admissions, and retention of minority students in hospital and college programs for the various occupational areas and award levels. Comprehensive data in these areas is necessary for an investigation into the reasons why minority involvement is greater at the lower levels of training, and for certain occupational and geographic areas.

- There is a critical need for a study of the feasibility of collecting data on employment patterns, by racial/ethnic group, for all types of settings and fields of practice. This feasibility study should result in specific recommendations for data collection and analysis strategies to answer key questions about minority practice patterns and geographic maldistributions.

- A definitive study should be conducted to determine the impact of minority institutions on the overall allied health manpower pool.

- Further investigation should be made to determine if the degree of minority representation in hospital based programs is continuing to decline and, if so, why.

B. Corrective Approaches

As a preliminary indication of how minorities fare in allied health education programs, the present study serves the purpose well, by documenting the need for corrective action. From the findings of the study it is learned that patterns of participation for the four minority groups differ greatly, and so corrective actions have to be individually targeted to the unique needs of each racial/ethnic group.

The following recommendations have been made by the ASAHP Committee on Equal Representation in Allied Health:

1. Enrollment

- Enrollment into allied health programs should be approached from a regional, state, and local level across all geographic segments. To improve communication and the dissemination of programmatic and enrollment data between these levels, from six to nine regional allied health education centers should be established. Such centers would provide the structural framework for an allied health information/innovation diffusion network.

- The Federal government should provide incentives to increase minority enrollment in Baccalaureate and Graduate programs. Such incentives should include capitation grants for increased minority enrollment in selected allied health areas, start-up grants for traditionally Black institutions and other schools serving minority populations, and special funds to develop tutorial support systems to reinforce and/or modify traditional curricula to enhance minority retention patterns.

- The special enrollment problems of each of the racial/ethnic groups should be considered separately, but not in isolation. The data suggests that a dynamic approach is essential to the successful implementation of special minority enrollment programs and, while each element is unique, it must be remembered that they are interdependent and interrelated. Therefore, support systems (tutorials, counseling and guidance, etc.) should focus on the total educational environment with a sub-unit within this context addressing specific minority group problems.

2. Recruitment

- Recruitment programs targeted to minorities should be developed for junior high schools, with special emphasis on the importance of science courses. Through regional centers, linkages should be developed between secondary and post-secondary education systems to maximize minority groups exposure to career counseling for the full range of allied health programs.

- A series of regional workshops designed for allied health faculty should be established to focus on the special recruitment problems of minority allied health students.

- Funding should be provided to establish from two to four Graduate level allied health programs in traditionally Black and other minority educational institutions, in order to accelerate the production of role models for minorities.

- The availability of financial assistance for minority students enrolled in areas where there appears to be underrepresentation should be increased.

- Work-study programs as a means by which disadvantaged minorities can obtain training for allied health practice areas should be increased.

3. Employment

- Pilot programs to examine the issues of deployment into underserved communities should be developed. Several programs designed to track minority students through training in traditionally minority vs. traditionally white institutions should be funded. The purpose of such a longitudinal study would be to identify significant variables mitigating against successful education, employment placement, and career development.

4. Admissions

- Criteria for admissions should be examined and evaluated as possible obstacles to the acceptance and training of minorities who are willing and able to fill needed health service areas in underserved regions.

5. Outreach and Demonstration

- A national clearinghouse for minorities in allied health should be established to collect and disseminate statistics on minority participation, to offer career counseling and training programs, and to provide information on financial aid available to minorities entering allied health programs.

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Appendix A

Section I: Minority Enrollment by Setting and Year

TABLE I - 1

PERCENTAGE MINORITY ENROLLMENT IN ALLIED HEALTH EDUCATION PROGRAMS
BY OCCUPATION, SETTING, AND YEAR

OCCUPATION	PERCENTAGE MINORITY ENROLLMENT WITHIN OCCUPATION																					
	COLLEGIATE												HOSPITAL									
	1975-1976						1973-1974						1975-1976						1973-1974					
	Black	Nat. Amer.	Asian	Hisp.	TOTAL MINOR	TOTAL ENROL.	Black	Nat. Amer.	Asian	Hisp.	TOTAL MINOR	TOTAL ENROL.	Black	Nat. Amer.	Asian	Hisp.	TOTAL MINOR	TOTAL ENROL.	Black	Nat. Amer.	Asian	Hisp.	TOTAL MINOR	TOTAL ENROL.
01 HEALTH ADMINISTRATOR	23.5	1.3	0.6	1.9	27.3	3267	14.4	1.1	1.7	3.3	20.5	2418	-	-	-	-	-	-	-	-	-	-	-	-
02 MED/DENTAL SECRETARY	11.0	0.3	0.3	5.1	16.7	2489	8.2	0.4	1.8	3.4	13.9	2955	0	0	0	0	0	3	-	-	-	-	-	-
03 MED OFFICE ASSISTANT	8.3	0.3	1.2	3.0	12.8	4401	7.5	0.3	1.1	3.3	12.2	3489	-	-	-	-	-	-	66.7	0	0	22.2	88.9	9
04 UNIT CLERK	4.1	0	0.4	20.9	25.4	268	5.5	0.8	0.4	1.3	8.1	236	23.3	0	0.3	1.9	25.5	678	24.7	0.3	0.3	4.7	30.0	1016
05 UNIT MANAGER	100.0	0	0	0	100.0	43	-	-	-	-	-	-	4.8	4.8	0	4.8	14.3	21	26.3	0	0	10.5	36.8	76
06 BIOMED ENGINEER	2.4	1.4	5.2	1.5	10.5	1096	3.3	0	10.9	2.3	16.5	1380	-	-	-	-	-	-	-	-	-	-	-	-
07 BIOMED. ENGR. TECHNICIAN	7.0	0	1.3	1.3	9.6	458	6.6	0.8	0.9	3.2	11.5	529	-	-	-	-	-	-	0	0	0	0	0	2
08 CYTOTECHNOLOGIST	5.5	0	6.7	4.8	17.0	165	5.3	0	5.7	4.9	15.8	247	5.8	0.5	3.7	3.2	13.3	188	5.7	0	11.6	2.5	22.9	157
09 HISTOLOGIC TECHNICIAN	5.8	0	2.9	0	8.7	69	4.1	0	4.1	0	8.2	49	16.9	0	3.2	6.4	26.6	124	9.6	0	4.1	5.5	19.2	146
10 LABORATORY ASSIST.	16.5	0	0.5	3.1	20.1	388	10.4	1.5	1.2	8.2	21.3	586	4.0	0	0	1.7	5.6	301	6.8	1.7	0.9	2.1	11.5	504
11 MED LAB TECHNICIAN	10.4	0.3	0.9	3.2	14.8	6120	12.8	0.3	2.5	4.1	19.7	5691	8.3	0	0.8	9.2	18.3	120	4.6	0	0	2.3	6.9	173
12 MEDICAL TECHNOLOGIST	9.2	0.7	2.8	4.2	17.0	16857	7.8	0.3	2.4	3.1	13.6	19723	2.3	0	3.3	1.8	8.1	2760	2.4	0.1	5.0	1.1	8.6	1593
13 DENTAL ASSISTANT	4.9	0.6	1.1	4.7	11.2	5234	3.4	0.9	1.7	4.6	10.6	5614	0	100.0	0	0	100.0	5	0	0	0	0	0	20
14 DENTAL HYGIENIST	2.2	0.1	1.8	1.3	5.4	7006	1.9	0.2	1.4	1.5	5.0	7576	-	-	-	-	-	-	-	-	-	-	-	-
15 DENTAL LAB TECH.	0.1	0	5.0	5.6	10.7	1471	0.5	0.2	3.6	10.3	22.6	1213	-	-	-	-	-	-	11.8	0	0	0	11.8	17
16 DIETETIC TECHNICIAN	24.6	0.1	1.8	0.6	35.2	1359	30.0	0.3	1.0	1.8	33.2	880	11.5	0	0	0	11.5	52	50.0	0	3.3	0	53.3	30
17 DIETITIAN/NUTRITIONIST	9.6	0.3	3.4	1.6	14.9	5664	8.9	0.1	5.0	1.7	15.6	7926	5.4	0	5.0	1.5	11.9	539	3.6	0	4.2	1.2	8.9	336

TABLE I - 1

PERCENTAGE MINORITY ENROLLMENT IN ALLIED HEALTH EDUCATION PROGRAMS
BY OCCUPATION, SETTING, AND YEAR

PERCENTAGE MINORITY ENROLLMENT WITHIN OCCUPATION

OCCUPATION	COLLEGIATE												HOSPITAL											
	1975-1976						1973-1974						1975-1976						1973-1974					
	Black	Nat. Amer.	Asian	Hisp.	TOTAL MINOR	TOTAL ENROL.	Black	Nat. Amer.	Asian	Hisp.	TOTAL MINOR	TOTAL ENROL.	Black	Nat. Amer.	Asian	Hisp.	TOTAL MINOR	TOTAL ENROL.	Black	Nat. Amer.	Asian	Hisp.	TOTAL MINOR	TOTAL ENROL.
18 PRIMARY PRD. TECH.	5.9	1.8	0.2	2.9	10.8	6473	5.0	0.3	0.1	3.4	8.8	2398	6.9	0.2	1.1	2.6	10.8	1909	4.7	0	0.2	4.7	9.6	633
19 EMER. HEALTH ED.	1.5	0.2	7.6	1.8	11.2	615	4.5	0.2	6.1	1.1	11.9	1896	-	-	-	-	-	-	-	-	-	-	-	-
20 EMER. HEALTH TECH.	6.3	0.1	0	3.9	10.1	904	5.5	0.2	0.1	3.6	9.4	1090	-	-	-	-	-	-	-	-	-	-	-	-
21 ENVIRONMENTAL HEALTH	4.4	0.5	3.5	0.9	9.3	1958	4.9	0.4	5.0	2.4	12.7	2131	-	-	-	-	-	-	-	-	-	-	-	-
22 COMMUNITY/ED ERRATION	15.4	0.4	1.7	5.0	22.9	2680	16.4	1.0	2.3	2.9	22.6	4572	-	-	-	-	-	-	-	-	-	-	-	-
23 SCHOOL HEALTH ERRATION	13.0	1.0	1.1	1.5	17.8	2625	8.1	0.5	1.6	3.9	14.1	3725	-	-	-	-	-	-	-	-	-	-	-	-
24 ALLIED HEALTH ERRATION	7.2	0.1	1.5	1.7	10.6	926	22.9	0	1.2	1.2	25.3	673	-	-	-	-	-	-	-	-	-	-	-	-
25 SPECIAL ED. TEACHER	11.6	0.5	1.0	2.5	15.0	9456	13.0	0.5	0.8	1.6	16.0	37552	-	-	-	-	-	-	-	-	-	-	-	-
26 CARDIOVAS. TECHNICIAN	6.9	0	2.3	3.4	12.6	175	1.8	0	0	3.5	5.3	170	0	0	0	10.0	10.0	20	22.7	0	1.3	12.0	36.0	75
27 DIALYSIS TECHNICIAN	16.7	1.8	0	0	18.5	54	0	0	0	0	0	2	15.9	0	1.6	0	26.6	63	18.6	0	0	1.7	20.3	59
28 ELECTROCARD. TECHNICIAN	-	-	-	-	-	-	-	-	-	-	-	-	12.3	0	1.5	3.1	16.9	65	12.7	0	1.6	3.2	17.5	63
29 ELECTRONEURO. TECHNICIAN	5.3	0.9	0.9	1.7	8.8	114	1.6	0	1.6	0	3.1	64	7.6	0	0	3.0	10.6	66	7.3	0	1.5	4.4	13.2	68
30 MED RECORD ADMIN.	15.2	0.9	2.2	0.9	19.4	3154	14.9	0.9	3.0	1.7	19.5	3145	6.2	0	12.5	0	18.7	16	0	0	0	0	0	16
31 MED RECORD TECHNICIAN	18.1	1.0	1.3	0.7	23.0	3732	16.5	1.0	2.0	0.3	27.7	1774	0	0	0	0	0	24	0	0	0	0	0	30
32 MED TRANSCRIPTIONIST	6.5	1.2	0.6	11.2	19.4	370	9.7	4.0	5.2	3.2	22.1	154	4.4	0	1.5	0	5.9	68	6.0	0	0	10.0	16.0	50
55 OTHER SERV/DENTAL HEALTH	28.9	1.2	0.3	3.8	34.2	5920	26.0	1.8	1.5	2.5	32.0	6315	30.4	0	0	5.4	35.7	168	27.6	1.0	0	5.1	33.8	293

TABLE I - 1

PERCENTAGE MINORITY ENROLLMENT IN ALLIED HEALTH EDUCATION PROGRAMS BY OCCUPATION, SETTING, AND YEAR

OCCUPATION	PERCENTAGE MINORITY ENROLLMENT WITHIN OCCUPATION																					
	COLLEGIATE												HOSPITAL									
	1975-1976						1973-1974						1975-1976						1973-1974					
	Black	Nat. Amer.	Asian	Hisp.	TOTAL MINOR	TOTAL ENROL.	Black	Nat. Amer.	Asian	Hisp.	TOTAL MINOR	TOTAL ENROL.	Black	Nat. Amer.	Asian	Hisp.	TOTAL MINOR	TOTAL ENROL.	Black	Nat. Amer.	Asian	Hisp.	TOTAL MINOR	TOTAL ENROL.
34 MENTAL RETARD. AIDE	9.5	1.0	0.4	14.0	24.9	221	2.4	0	0.3	0.6	3.3	334	18.0	0	0	7.0	25.0	261	11.2	0	0.2	0.2	11.7	437
35 PSYCHIATRIC TECHNICIAN	3.8	0.8	1.0	10.1	15.6	505	8.4	1.0	16.0	10.3	33.7	406	26.7	0.8	0.8	5.3	33.6	836	33.5	0.1	0.1	1.4	35.3	1392
36 NURSE AIDE/ORDERLY	16.2	0.0	0.6	9.3	27.1	2644	14.6	0.8	0.5	10.4	26.3	2348	21.8	0.6	0.8	3.9	27.2	1886	30.7	0.9	0.4	2.5	34.5	3353
37 NURSE ANESTHETIST	4.7	0.3	1.5	0.3	6.8	338	11.2	0	2.5	0.7	14.4	385	3.4	0.3	1.9	1.4	7.0	1111	4.7	0	1.4	2.7	8.6	1110
38 OP. ROOM TECHNICIAN	12.2	0.2	0.2	5.1	17.8	1284	11.2	0.3	0.2	4.3	15.9	1045	10.6	0	0.7	3.7	15.0	434	9.9	0.8	0.4	2.1	13.0	514
39 OPTOMETRIC ASSISTANT	9.8	0	0.7	8.7	19.3	275	16.2	0.3	1.3	5.6	23.5	302	-	-	-	-	-	-	-	-	-	-	-	-
40 PHARMACY ASSISTANT	26.1	0	26.1	4.3	56.5	46	28.6	0	0	0	28.6	63	14.3	1.0	8.2	3.0	25.5	98	13.8	0	3.6	8.6	25.0	116
41 PHYSICIAN ASSISTANT	5.3	2.1	1.3	1.2	9.8	1748	9.3	0.3	0.4	3.3	13.4	1573	1.9	36.5	1.9	3.8	44.2	104	4.6	29.2	4.6	3.1	41.5	65
42 NUCLEAR MED TECHNICIAN	3.3	0	3.9	1.1	7.4	448	6.4	0	2.9	2.7	12.1	373	4.9	0	3.0	1.1	9.0	365	4.2	0.7	4.2	2.5	11.7	283
43 RAD. THERAPY TECHNICIAN	15.5	0	1.0	2.1	18.6	97	15.5	1.0	2.1	1.0	19.6	97	5.3	0	0	3.9	9.1	77	5.4	0	0	2.3	7.7	130
44 RADIOGRAPHER	7.7	0.4	1.4	4.5	14.0	7019	11.2	0.2	1.3	4.9	17.7	7194	4.1	0.8	0.9	3.7	8.5	6125	5.3	0.3	0.5	2.4	8.5	7414
45 OCC. THERAPIST	3.1	0.1	2.1	2.4	7.7	3103	5.8	0.1	1.8	3.8	11.5	2225	0	0	0	0	0	1	-	-	-	-	-	-
46 OCC. THERAPY ASSISTANT	11.0	0.1	1.9	13.8	26.9	1079	8.1	0	1.7	13.0	22.8	806	-	-	-	-	-	-	-	-	-	-	-	-
47 PHYS. THERAPIST	4.5	0.1	1.1	2.8	8.4	4735	4.1	0.1	1.7	4.8	10.7	5093	0	0	0	0	0	11	-	-	-	-	-	-
48 PHYS. THERAPY ASSISTANT	8.7	0.2	0.3	14.0	23.3	1178	10.1	0	0.2	10.5	20.8	1159	0	0	0	0	0	4	25.0	6.2	0	0	31.2	16
49 ART/DANCE/MUSIC THER.	7.7	0	0.7	0.6	8.9	862	4.2	0	0.3	1.1	5.7	896	0	0	0	0	0	7	0	0	0	0	0	9

TABLE I - 1

PERCENTAGE MINORITY ENROLLMENT IN ALLIED HEALTH EDUCATION PROGRAMS
BY OCCUPATION, SETTING, AND YEAR

PERCENTAGE MINORITY ENROLLMENT WITHIN OCCUPATION

OCCUPATION	COLLEGIATE												HOSPITAL											
	1975-1976						1973-1974						1975-1976						1973-1974					
	Black	Nat. Amer.	Asian	Hisp.	TOTAL MINOR	TOTAL ENROL.	Black	Nat. Amer.	Asian	Hisp.	TOTAL MINOR	TOTAL ENROL.	Black	Nat. Amer.	Asian	Hisp.	TOTAL MINOR	TOTAL ENROL.	Black	Nat. Amer.	Asian	Hisp.	TOTAL MINOR	TOTAL ENROL.
50 OCCUPATIONAL THERAPIST	7.6	0	5.4	5.3	18.3	920	7.7	0.3	2.0	4.8	14.8	1674	0	0	0	0	0	2	-	-	-	-	-	-
51 REG. RESP. TECHNICIAN	13.8	0	0	0.7	14.5	275	21.1	0	0.5	6.2	28.0	389	-	-	-	-	-	-	0	0	0	0	0	2
52 RESP. THERAPIST	12.6	0.1	1.2	2.5	16.1	3770	5.5	0.1	1.0	3.3	17.7	4354	4.3	0	1.9	0	6.6	161	8.9	0	1.2	3.4	13.5	327
53 RESP. THER. TECHNICIAN	19.4	0.5	1.4	1.7	22.5	635	24.9	0.6	1.4	7.3	34.1	695	11.9	0.4	0.2	1.0	13.4	513	16.4	0	0.6	4.5	21.5	311
54 ALCOHOL/DRUG SPECIALIST	9.6	17.4	0.3	0.1	29.2	664	6.5	4.2	1.2	1.9	13.7	429	7.1	1.9	0	1.4	10.4	211	4.3	0	0	4.2	8.5	164
55 CLIN. PASTORAL COUNSELOR	4.9	0	3.2	0	8.1	62	3.9	0.6	1.1	1.4	7.0	356	3.3	0.2	1.8	1.6	6.9	631	2.6	0	1.7	0.9	5.3	114
56 PSYC. SOCIAL WORKER	9.2	0.5	4.1	4.6	18.4	333	11.2	1.0	2.0	3.3	17.4	1854	5.9	17.6	0	0	23.5	17	-	-	-	-	-	-
57 REHAB. COUNSELOR	10.2	2.2	0.9	2.4	15.7	244	10.0	0.6	1.1	1.8	13.2	2709	0	0	0	0	0	4	-	-	-	-	-	-
58 SPEECH PATH/AUDIO.	5.4	0.3	1.0	1.4	8.0	363	6.4	0.1	1.2	1.7	9.4	1067	0	0	0	0	0	4	-	-	-	-	-	-
59 SPEECH PATH/AUD, DIR. DA	9.2	0.2	0.7	2.9	13.0	655	7.8	0.1	2.9	2.1	12.9	8848	-	-	-	-	-	-	-	-	-	-	-	-
60 ALL OTHER OCCUPATIONS	10.4	0.5	1.4	3.2	15.5	8120	10.2	0.6	2.1	3.7	17.4	9631	22.1	0.6	3.2	2.4	28.4	654	30.7	0.1	0.8	4.5	16.2	882
TOTAL	10.1	3.7	1.6	3.6	15.9	16299	9.9	0.4	2.1	3.3	15.8	16239	8.8	0.8	1.5	2.6	13.8	2068	13.7	0.4	1.1	2.7	17.9	22085

TABLE I-2

PERCENTAGE MINORITY ENROLLMENT IN ALLIED HEALTH EDUCATION PROGRAMS BY AWARD LEVEL, SETTING, AND YEAR

AWARD LEVEL	PERCENTAGE MINORITY ENROLLMENT WITHIN AWARD LEVEL																					
	COLLEGIATE												HOSPITAL									
	1975-1976						1973-1974						1975-1976						1973-1974					
	Black	Nat. Amer.	Asian	Hisp.	TOTAL Minor.	TOTAL ENROL.	Black	Nat. Amer.	Asian	Hisp.	TOTAL Minor.	TOTAL ENROL.	Black	Nat. Amer.	Asian	Hisp.	TOTAL Minor	TOTAL ENROL.	Black	Nat. Amer	Asian	Hisp.	TOTAL Minor.	TOTAL ENROL.
CERTIFICATE	10.1	0.9	0.9	4.9	16.9	18014	9.9	0.7	1.6	5.1	17.2	35203	9.0	0.5	1.6	2.9	14.5	15463	14.5	0.8	1.3	2.7	13.3	11052
DIPLOMA	6.1	0.2	0.3	2.9	9.5	1374	7.5	0.1	0.8	0.6	9.0	1249	3.2	0.2	1.2	1.5	6.1	3166	5.7	0.1	0.9	2.4	9.1	7082
ASSOCIATE	11.5	0.6	1.1	4.4	17.5	46743	12.0	0.4	1.5	4.4	18.3	46114	-	-	-	-	-	1	7.7	0	7.7	0	15.4	13
BACCALAUREATE	9.4	0.7	1.6	2.8	14.6	59310	8.8	0.4	2.1	2.8	14.0	74682	3.0	1.0	2.0	0	6.0	101	6.2	0	0.8	1.6	8.5	129
GRADUATE	8.8	0.5	3.5	2.4	15.2	17556	9.9	0.5	3.6	2.1	16.1	24905	0	0	10.6	0	10.6	47	0	0	0	0	0	0
NO AWARD GIVEN	0	0	0	0	0	0	0	0	0	0	0	0	16.9	0.5	1.3	2.5	21.1	1969	26.9	0.1	0.7	3.5	31.2	3687
TOTAL*	10.1	0.7	1.6	3.6	15.9	142997	9.9	0.4	2.1	3.3	15.8	162391	8.8	0.8	1.5	2.6	13.8	20687	13.7	0.4	1.1	2.7	17.9	22085

*Includes enrollment data for 16 programs not reporting award conferred

TABLE I - 3

PERCENTAGE MINORITY ENROLLMENT IN ALLIED HEALTH EDUCATION PROGRAMS
BY STATE, SETTING, AND YEAR

PERCENTAGE MINORITY ENROLLMENT WITHIN STATE/CENSUS DIVISION

STATE OR CENSUS DIVISION	COLLEGIATE												HOSPITAL												PERCENTAGE MINORITY POPULATION (1970 Census)				
	1975-1976						1973-1974						1975-1976						1973-1974										
	Black	Nat. Amer	Asian	Hisp	TOTAL Minor	TOTAL ENROL.	Black	Nat. Amer	Asian	Hisp	TOTAL Minor	TOTAL ENROL.	Black	Nat. Amer	Asian	Hisp	TOTAL Minor	TOTAL ENROL.	Black	Nat. Amer.	Asian	Hisp.	TOTAL Minor	TOTAL ENROL.	Black	Nat. Amer	Asian	Hisp	TOTAL Minor.
1 NEW ENGLAND																													
Connecticut	10.5	0.0	0.4	2.8	13.1	2812	6.3	0.1	0.9	2.9	10.2	2404	3.3	0	1.2	1.9	6.3	430	5.5	0	0.4	0.6	6.6	488	6.2	0.1	0.2	2.6	9.2
Maine	0.3	0.4	0.1	0.1	0.9	809	8.8	0.3	0.2	0	9.2	1095	0	0	0.7	0	0.7	150	0	0	0	0	0	261	0.3	0.2	0.1	0.4	1.0
Massachusetts	5.0	0.0	1.4	1.0	7.4	5807	4.3	0.1	0.9	0.9	6.2	6976	1.7	0	4.0	0.5	6.2	599	6.7	0	1.4	2.4	10.5	491	3.1	0.1	0.4	1.5	5.1
New Hampshire	0.3	0	0.5	0	0.8	646	0.8	0	0.3	0.3	1.4	651	0	0	0	0	0	42	0	0	0	0.8	0.8	125	0.4	0	0.1	0.4	0.9
Rhode Island	1.8	0	0.3	1.4	3.5	345	2.8	0	0.9	1.5	7.3	425	-	-	-	-	-	-	-	-	-	-	-	-	2.6	0.1	0.4	0.8	3.9
Vermont	0.6	0	0.1	0	0.8	819	0.3	0	0.1	0.3	0.8	863	1.6	0	0	0	1.6	63	0	0	0	0	0	89	0.2	0	0.2	0.4	0.9
(TOTAL)	5.2	0.1	0.9	1.2	7.4	11136	4.6	0.1	0.7	1.3	6.6	12414	1.9	0	2.3	0.9	5.1	1284	4.1	0	0.6	1.1	5.8	1456	3.3	0.1	0.3	1.5	5.2
2 MIDDLE ATLANTIC																													
New Jersey	8.6	0	1.0	2.8	12.4	2123	22.6	0.6	0.7	2.5	26.4	3568	13.5	0	2.2	3.0	18.7	406	23.6	0	2.8	1.7	28.1	754	11.1	0.1	0.3	5.3	16.8
New York	11.2	0.2	1.5	3.4	16.3	2982	13.0	0.3	1.7	4.5	19.5	14803	11.9	0.3	2.3	5.1	19.6	1519	20.8	0.1	1.6	7.9	30.4	1699	11.9	0.3	0.7	8.1	20.8
Pennsylvania	7.5	0.1	0.6	0.8	9.1	7176	7.0	0.0	1.6	0.6	11.4	7909	5.9	0.2	0.4	0.3	6.9	1003	8.6	0.1	0.4	0.4	9.5	2210	8.6	0.0	0.2	1.1	9.9
(TOTAL)	10.8	0.2	1.1	2.5	14.6	12081	12.5	0.3	2.2	3.0	18.0	26280	9.2	0.2	1.4	2.6	13.4	3748	15.5	0.1	1.2	3.3	20.1	4663	10.6	0.1	0.4	5.3	16.5
3 EAST NORTH CENTRAL																													
Illinois	11.9	0.1	1.2	1.8	15.0	6661	10.9	0.1	2.6	1.8	15.3	7705	12.7	0.2	2.4	2.7	16.0	1760	12.2	0.1	1.2	0.6	14.1	1730	12.8	0.1	0.4	3.7	17.1
Indiana	3.8	0	0.6	0.5	4.9	2105	6.5	0	0.9	0.4	7.7	3070	6.6	0	0.6	0.6	7.7	697	19.1	0	0.4	0.4	19.9	533	6.9	0.1	0.1	1.6	8.7
Michigan	10.8	0.2	0.7	0.7	12.5	6990	12.0	0.3	0.9	0.9	14.1	7100	8.4	0.2	0.9	0.8	10.3	1403	13.1	0.1	0.8	0.9	14.9	1003	11.2	0.2	0.2	1.1	12.6
Ohio	10.1	0.3	1.0	0.4	12.0	5588	9.9	0.1	1.0	0.5	11.5	6751	9.2	0	0.6	0.5	10.3	1306	15.0	0	0.7	0.3	16.0	1503	9.1	0.1	0.2	0.8	10.1
Wisconsin	2.8	1.2	0.7	0.5	5.2	6102	2.2	0.2	1.7	0.4	4.5	8126	7.6	1.2	0.4	1.0	10.3	719	14.4	0	0.2	0.3	15.0	895	2.9	0.4	0.2	0.7	4.2
(TOTAL)	8.6	0.4	0.9	0.9	10.8	27416	8.5	0.1	1.5	0.8	10.9	32834	9.0	0.2	1.2	1.3	11.7	5965	14.1	0.0	0.8	0.5	15.4	5664	9.6	0.1	0.2	1.7	11.7

TABLE I-3

PERCENTAGE MINORITY ENROLLMENT IN ALLIED HEALTH EDUCATION PROGRAMS
BY STATE, SETTING, AND YEAR

STATE AND CENSUS DIVISION	PERCENTAGE MINORITY ENROLLMENT WITHIN STATE/CENSUS DIVISION																						PERCENTAGE MINORITY POPULATION (1970 Census)				
	COLLEGIATE												HOSPITAL														
	1975-1976						1973-1974						1975-1976						1973-1974								
	Black	Nat. Amer.	Asian	Hisp.	TOTAL Minor.	TOTAL ENROL.	Black	Nat. Amer.	Asian	Hisp.	TOTAL Minor.	TOTAL ENROL.	Black	Nat. Amer.	Asian	Hisp.	TOTAL Minor.	TOTAL ENROL.	Black	Nat. Amer.	Asian	Hisp.	TOTAL Minor.	TOTAL ENROL.	Black	Nat. Amer.	Asian	Hisp.	TOTAL Minor.
4 WEST NORTH CENTRAL																											
Iowa	1.3	0.0	0.3	0.3	1.9	2683	3.7	0.5	0.9	0.5	5.5	2187	1.0	0.3	0.3	1.0	2.6	310	0.8	0	0	0.3	1.1	375	1.2	0.1	0.1	0.7	2.1
Kansas	5.1	2.0	1.2	2.3	10.6	1543	3.6	3.3	0.7	1.1	8.8	1226	7.7	1.0	1.1	2.4	13.1	612	7.6	0.6	0.3	0.9	9.5	316	4.9	0.4	0.2	1.9	7.3
Minnesota	3.3	0.9	0.6	0.2	4.9	1826	2.7	0.4	1.4	0.6	5.1	3754	0.2	0	1.0	0.2	1.5	401	0.2	0	0.7	0	0.9	433	0.9	0.6	0.2	0.5	2.2
Missouri	10.2	0.2	1.2	0.5	12.1	3485	8.4	0.1	1.5	0.6	10.6	3462	7.8	0.2	0.9	0.5	9.4	538	16.5	0.2	0	0.2	16.9	556	10.3	0.1	0.2	0.5	11.1
Nebraska	1.5	0.4	1.2	0.7	3.8	837	3.2	0.9	1.2	1.2	6.5	1558	2.2	0	0	0	2.2	70	1.7	0	0.9	0	2.6	115	2.7	0.5	0.2	1.6	4.9
North Dakota	0.2	3.4	0.6	0.2	4.3	620	0.3	0.7	1.6	0.1	2.7	1138	0	1.9	0	0.9	2.9	105	0	0	4.3	0	4.3	46	0.5	2.3	0.2	0.3	3.2
South Dakota	1.7	16.4	0.1	0.1	18.3	935	0.9	6.0	0.3	0.3	7.4	755	0	0	0	0	0	93	0	0	0	0	0	34	0.3	4.8	0.1	0.3	5.6
(TOTAL)	4.7	2.0	0.8	0.6	8.0	11929	4.1	1.0	1.2	0.6	6.9	14080	4.4	0.7	0.8	1.1	7.0	2149	6.5	0.2	0.4	0.3	7.3	1875	4.3	0.6	0.2	0.8	5.9
5 SOUTH ATLANTIC																											
Delaware	14.0	0.2	0	1.9	16.1	471	10.3	0	0	0	10.3	320	12.9	0	1.4	0	14.3	70	6.2	0	0	0	6.2	48	14.2	0.2	0.4	1.2	16.4
Dist. of Columbia	17.6	0.2	1.1	0.5	19.4	630	44.1	0.2	2.7	1.3	48.3	1116	28.1	0	3.9	3.1	35.2	128	60.1	0	0.5	0.5	61.2	188	71.1	0.1	0.7	1.9	73.7
Florida	9.7	0.1	0.8	5.6	16.3	5273	7.8	0.1	0.9	6.3	15.1	4859	7.8	3.1	0.6	8.9	20.5	766	10.1	0.1	0.4	5.3	16.0	661	15.3	0.1	0.2	7.9	23.5
Georgia	16.1	0.1	0.4	0.3	16.9	3487	16.8	0.0	0.9	0.4	18.1	2685	8.5	0	0	0.5	9.0	387	17.6	0	0.6	0	18.2	358	25.9	0.0	0.1	0.5	26.5
Maryland	27.9	0.1	1.4	0.5	30.0	3897	29.8	0.0	1.6	0.3	31.0	3769	15.6	0	1.3	1.3	18.2	385	16.2	0	1.2	0.7	18.1	419	17.8	0.1	0.5	0.8	19.1
North Carolina	16.8	0.4	0.3	0.2	17.7	5979	19.3	0.3	0.6	0.3	20.5	5815	12.8	0.2	0.2	0.4	13.6	531	13.0	0	0.4	0.2	13.5	533	22.2	0.9	0.1	0.0	23.2
South Carolina	15.2	0.0	0.6	0.0	15.8	1982	13.8	0.1	0.6	0.1	14.6	2039	-	-	-	-	-	-	-	-	-	-	-	-	30.4	0.1	0.1	0.2	30.8
Virginia	15.7	0.2	0.6	0.4	16.9	1557	8.4	0.2	1.1	0.7	10.3	2584	-	-	-	-	-	-	-	-	-	-	-	-	18.5	0.1	0.3	1.1	20.1
West Virginia	7.0	0.0	0.5	0.3	7.9	1896	4.6	0.1	0.4	0.1	5.2	959	-	-	-	-	-	-	-	-	-	-	-	-	3.6	0.1	0.1	0.3	4.3
(TOTAL)	16.5	0.2	0.7	1.5	18.8	25172	17.2	0.1	1.0	1.6	19.9	24146	11.7	1.1	0.7	3.6	17.2	2267	17.3	0.0	0.6	1.8	19.8	2207	20.8	0.2	0.3	2.4	23.7

TABLE I-5

PERCENTAGE MINORITY ENROLLMENT IN ALLIED HEALTH EDUCATIONAL PROGRAMS BY STATE, SETTING, AND YEAR

PERCENTAGE MINORITY ENROLLMENT WITHIN STATE/CENSUS DIVISION

COLLEGIATE

STATE AND CENSUS DIVISION	1975-1976						1973-1974					
	Black	Nat. Amer.	Asian	Hisp.	TOTAL Minor.	TOTAL ENROL.	Black	Nat. Amer.	Asian	Hisp.	TOTAL Minor.	TOTAL ENROL.
6 EAST SOUTH CENTRAL												
Alabama	15.4	0.6	0.9	0.3	16.3	2262	15.1	0	0.8	0.1	16.1	2602
Kentucky	7.9	0.0	0.5	0.4	8.8	1909	8.4	0	0.5	0.2	9.2	1919
Mississippi	21.1	0.1	0.6	0.3	22.0	1116	15.9	0.1	0.9	0.2	17.0	1709
Tennessee	15.0	0	0.9	0.4	15.5	2220	15.1	0.5	1.3	0.5	17.5	2736
(TOTAL)	13.9	0.4	0.7	0.3	15.0	7407	13.8	0.4	0.9	0.3	15.2	8965
7 WEST SOUTH CENTRAL												
Arkansas	-	-	-	-	-	-	25.0	1.9	1.1	0.6	28.6	527
Louisiana	26.7	0.2	0.2	9.0	28.0	2627	24.6	0.2	1.1	0.9	26.8	2772
Oklahoma	7.7	4.4	0.9	1.1	14.1	3031	6.4	3.8	2.5	1.1	13.7	2824
Texas	12.4	0.6	1.4	17.5	32.0	7906	13.2	0.2	1.2	13.0	27.6	7955
(TOTAL)	14.0	1.4	1.1	10.8	27.2	14424	14.5	0.9	1.4	7.8	24.7	14078
8 MOUNTAIN												
Arizona	5.0	3.3	0.9	6.4	15.6	4963	3.5	3.0	1.7	7.4	15.6	1465
Colorado	4.4	0.4	1.1	6.4	12.3	1410	3.2	0.5	1.3	6.6	11.5	2217
Idaho	1.3	0.3	1.3	0.7	4.0	300	0	1.0	2.5	1.0	4.5	201
Montana	0.7	8.8	0	0	9.5	611	0.5	2.4	0.5	0	3.2	371

HOSPITAL

STATE AND CENSUS DIVISION	1975-1976						1973-1974						PERCENTAGE MINORITY (1970 Census)				
	Black	Nat. Amer.	Asian	Hisp.	TOTAL Minor.	TOTAL ENROL.	Black	Nat. Amer.	Asian	Hisp.	TOTAL Minor.	TOTAL ENROL.	Black	Nat. Amer.	Asian	Hisp.	TOTAL Minor.
6 EAST SOUTH CENTRAL																	
Alabama	13.3	0	0	0	13.3	150	23.9	0	0.4	0	24.3	251	26.2	0.1	0.1	0.2	26.
Kentucky	14.3	0	0.8	0.4	16.0	821	20.6	0.1	0.2	0.6	21.5	906	7.2	0.1	0.1	0.2	7.
Mississippi	11.3	0	0.8	0	12.1	239	30.0	0	0.8	0.5	31.4	36	36.8	0.2	0.1	0.3	37.
Tennessee	13.2	0	0.8	1.7	15.7	481	16.1	0	0.4	0.2	16.7	494	15.8	0.0	0.1	0.3	16.
(TOTAL)	13.7	0	0.8	0.8	15.1	1693	21.6	0.0	0.4	0.4	22.5	2004	20.1	0.1	0.1	0.2	20.
7 WEST SOUTH CENTRAL																	
Arkansas	-	-	-	-	-	-	-	-	-	-	-	-	18.3	0.1	0.1	0.5	19.
Louisiana	19.8	0.3	1.4	1.1	22.5	364	22.2	0	0.3	0.7	23.2	66	29.8	0.1	0.1	2.2	32.
Oklahoma	19.0	4.0	0.4	0.9	24.3	226	5.5	2.7	1.4	0.9	10.5	21	6.7	1.9	0.2	1.4	12.
Texas	14.4	0.3	0.9	13.1	28.7	849	15.6	0	0.4	15.2	31.2	121	12.5	0.2	0.2	20.8	33.
(TOTAL)	16.5	0.9	1.0	8.1	26.5	1439	16.6	0.3	0.5	9.1	26.5	209	15.6	0.6	0.2	12.9	29.
8 MOUNTAIN																	
Arizona	4.0	15.9	0	25.4	45.2	126	11.6	0.7	1.4	19.9	33.6	14	3.0	5.4	0.4	15.3	24.
Colorado	4.8	1.9	1.0	7.7	15.4	208	0.7	2.2	0.7	5.1	8.7	275	3.0	0.4	0.5	11.1	14
Idaho	0	5.8	1.9	9.6	17.3	52	0	0	3.2	3.2	6.4	31	0.3	1.0	0.4	3.3	4.
Montana	3.6	1.2	0	2.4	7.2	83	0	28.4	0	1.2	29.6	81	0.3	3.9	0.2	0.8	5.

TABLE I - 3

PERCENTAGE MINORITY ENROLLMENT IN ALLIED HEALTH EDUCATION PROGRAMS BY STATE, SETTING, AND YEAR

STATE AND CENSUS DIVISION	PERCENTAGE MINORITY ENROLLMENT WITHIN STATE/CENSUS DIVISION																										MINIMUM MINORITY PERCENTAGE (1970 Census)				
	COLLEGIATE												HOSPITAL																		
	1975-1976						1973-1974						1975-1976						1973-1974												
	Black	Nat. Amer	Asian	Hisp	TOTAL Minor	TOTAL ENROL.	Black	Nat. Amer	Asian	Hisp	TOTAL Minor	TOTAL ENROL.	Black	Nat. Amer	Asian	Hisp	TOTAL Minor	TOTAL ENROL.	Black	Nat. Amer	Asian	Hisp	TOTAL Minor	TOTAL ENROL.	Black	Nat. Amer	Asian	Hisp	TOTAL Minor
8 Mountain continued																													
Nevada	4.0	1.6	6.3	3.2	15.1	126	4.4	0.6	5.7	1.9	12.6	318	22.2	0	0	0	22.2	9	0	0	0	0	0	6	5.7	1.6	0.6	5.6	13.0
New Mexico	1.5	2.7	0.6	27.4	32.3	661	1.2	1.9	0.6	33.6	37.4	638	0	53.1	0	6.1	59.2	49	0	83.6	0	9.1	92.7	55	2.0	7.2	0.2	36.4	45.7
Utah	1.5	1.1	4.0	1.7	8.6	816	1.0	3.1	4.4	1.6	10.1	1609	0	0	2.5	0.7	3.2	157	0	0	2.1	5.2	7.4	94	1.0	2.0	0.7	3.4	5.7
Wyoming	0.9	0	1.2	1.5	3.6	329	0.9	0	0.9	0.9	6.5	321	-	-	-	-	-	-	14.3	0	0	3.6	17.9	28	0.9	1.5	0.3	4.1	7.0
(TOTAL)	1.4	1.1	1.1	6.7	14.6	7220	2.4	1.0	2.3	7.0	13.5	7221	2.9	7.9	1.0	0.6	20.5	604	1.2	10.6	1.0	7.8	22.6	716	2.2	2.6	0.5	12.1	17.5
9 PACIFIC																													
Alaska	0	13.5	0	0	13.5	52	7.1	28.5	0	0	35.7	14	0	57.1	0	0	57.1	14	-	-	-	-	-	-	3.0	17.0	1.0	1.8	22.4
California	8.9	3.5	6.2	9.4	25.1	11301	7.5	0.4	6.6	8.3	22.9	15805	5.1	1.4	9.0	6.3	21.9	996	9.8	0.2	7.9	7.0	24.9	999	7.0	0.5	2.8	15.9	26.2
Hawaii	1.2	0	61.3	2.1	65.0	314	1.0	0	51.7	1.0	53.6	207	20.0	0	40.0	0	40.0	10	0	0	0	0	0	2	1.0	0.1	27.6	3.2	62.0
Oregon	2.2	0.4	2.9	1.2	6.7	2037	1.9	0.5	2.7	1.2	6.3	2634	0	0.9	0.9	0.9	2.7	110	2.1	0	3.2	1.0	6.3	95	1.2	0.7	0.2	1.7	4.4
Washington	4.3	1.1	4.4	1.3	11.1	4725	3.6	0.8	3.2	1.3	8.9	2951	0	0.8	1.5	0	2.3	132	2.7	0	1.4	2.7	6.8	73	2.1	1.0	1.1	2.1	6.4
(TOTAL)	7.2	0.6	6.6	6.9	21.3	16449	6.3	0.5	6.1	6.4	19.3	21611	4.2	1.9	7.5	5.1	18.7	1262	8.7	0.2	7.1	6.2	22.2	1169	5.7	0.6	4.0	12.5	22.8
OUTLYING REGIONS[1]	0	0	0	100.0	100.0	617	0.2	0	0	99.7	99.9	689	9.7	0.5	1.5	2.6	14.3	196	5.2	0.7	0	12.1	18.1	155	-	-	-	-	-
TOTAL[2]	0.1	0.7	1.6	3.1	15.5	142997	10.0	0.4	2.1	2.9	15.4	162391	8.0	0.8	1.5	2.6	12.8	20687	13.7	0.4	1.1	2.6	17.9	22085	11.1	0.4	0.8	5.1	17.6

1. Census data not available for Outlying Regions
2. Includes enrollment data for 1 program that did not report state code.

APPENDIX A

SECTION II: 1975-1976 ALLIED HEALTH MINORITY EDUCATIONAL PROFILE

TABLE II-1

MINORITY ENROLLMENT IN COLLEGIATE ALLIED HEALTH EDUCATION PROGRAMS BY OCCUPATION

(1975 - 1976)

OCCUPATION	ENROLLMENT DISTRIBUTION WITHIN RACIAL/ETHNIC GROUP									
	Black		Native Amer.		Asian		Hispanic		TOTAL MINORITY	
	N	%	N	%	N	%	N	%	N	%
01 HEALTH ADMINISTRATOR	768	5.3	41	4.3	20	0.9	61	1.2	891	3.9
02 MED/DENTAL SECRETARY	274	1.9	7	0.7	7	0.3	128	2.5	416	1.8
03 MED OFFICE ASSISTANT	364	2.5	12	1.3	54	2.4	133	2.6	563	2.5
04 UNIT CLERK	11	0.1	0	0	1	0.0	56	1.1	68	0.3
05 UNIT MANAGER	43	0.3	0	0	0	0	0	0	43	0.2
06 BIOMED. ENGR.	26	0.2	15	1.6	57	2.6	17	0.3	115	0.5
07 BIOMED. ENGR. TECHNICIAN	32	0.2	0	0	6	0.3	6	0.1	44	0.2
08 CYTOTECHNOLOGIST	9	0.1	0	0	11	0.5	8	0.2	28	0.1
09 HISTOLOGIC TECHNICIAN	4	0.0	0	0	2	0.1	0	0	6	0.0
10 LABORATORY ASSIST.	64	0.4	0	0	2	0.1	12	0.2	78	0.3
11 MED LAB TECHNICIAN	640	4.4	18	1.9	58	2.6	194	3.8	910	4.0
12 MEDICAL TECHNOLOGIST	1553	10.8	123	13.0	478	21.4	716	14.1	2870	12.7
13 DENTAL ASSISTANT	255	1.8	31	3.3	59	2.6	244	4.8	589	2.6
14 DENTAL HYGIENIST	152	1.1	10	1.1	124	5.5	91	1.8	377	1.7
15 DENTAL LAB TECH.	119	0.8	0	0	73	3.3	83	1.6	275	1.2
16 DIETETIC TECHNICIAN	333	2.3	2	0.2	25	1.1	117	2.3	477	2.1
17 DIETITIAN/NUTRITIONIST	544	3.8	16	1.7	194	8.7	93	1.8	847	3.7
18 EMERGENCY. MED. TECH.	262	1.8	81	8.6	10	0.5	132	2.6	485	2.1
19 ENVIR. HEALTH ENG.	9	0.1	2	0.2	47	2.1	11	0.2	69	0.3
20 ENVIR. HEALTH TECH.	55	0.4	1	0.1	0	0	35	0.7	91	0.4
21 ENVIRONMENTALIST	87	0.6	10	1.1	68	3.0	18	0.4	183	0.8
22 COMMUNITY/PH EDUCATOR	412	2.9	21	2.2	47	2.1	134	2.6	614	2.7
23 SCHOOL HEALTH EDUCATOR	342	2.4	48	5.1	35	1.6	42	0.8	467	2.1
24 ALLIED HEALTH EDUCATOR	67	0.5	1	0.1	14	0.6	16	0.3	98	0.4
25 SPECIAL ED. TEACHER	1041	7.2	43	4.6	95	4.2	238	4.7	1417	6.3
26 CARDIOPUL. TECHNICIAN	12	0.1	0	0	4	0.2	6	0.1	22	0.1
27 DIALYSIS TECHNICIAN	9	0.1	1	0.1	0	0	0	0	10	0.0
28 ELECTROCARD. TECHNICIAN	0	0	0	0	0	0	0	0	0	0
29 ELECTROENCEPH. TECHNICIAN	6	0.0	1	0.1	1	0.0	2	0.0	10	0.0
30 MED RECORD ADMIN.	176	1.2	11	1.2	26	1.2	11	0.2	224	1.0
31 MED RECORD TECHNICIAN	313	2.1	17	1.8	22	1.0	151	3.0	503	2.2
32 MED TRANSCRIPTIONIST	11	0.1	2	0.2	1	0.0	19	0.4	33	0.1
33 HUMAN SERV/MENTAL HEALTH	1712	11.9	72	7.6	16	0.7	225	4.4	2025	8.9
34 MENTAL RETARD. AIDE	21	0.2	2	0.2	1	0.0	31	0.6	55	0.2
35 PSYCHIATRIC TECHNICIAN	19	0.1	4	0.4	5	0.2	51	1.0	79	0.3
36 NURSE AIDE/ORDERLY	428	3.0	25	2.6	16	0.7	247	4.9	716	3.2
37 NURSE ANESTHETIST	16	0.1	1	0.1	5	0.2	1	0.0	23	0.1
38 OP, ROOM TECHNICIAN	157	1.1	3	0.3	3	0.1	66	1.3	229	1.0
39 OPTOMETRIC ASSISTANT	27	0.2	0	0	2	0.1	24	0.5	53	0.2
40 PHARMACY ASSISTANT	12	0.1	0	0	12	0.5	2	0.0	26	0.1
41 PHYSICIAN ASSISTANT	92	0.6	36	3.8	22	1.0	21	0.4	171	0.8
42 NUCLEAR MED TECHNICIAN	15	0.1	0	0	13	0.6	5	0.1	33	0.1
43 RAD. THERAPY TECHNICIAN	15	0.1	0	0	1	0.0	2	0.0	18	0.1

TABLE II-1

MINORITY ENROLLMENT IN COLLEGIATE ALLIED HEALTH EDUCATION PROGRAMS BY OCCUPATION

(1975 - 1976)

	OCCUPATION	ENROLLMENT DISTRIBUTION WITHIN RACIAL/ETHNIC GROUP									
		Black		Native Amer.		Asian		Hispanic		TOTAL MINORITY	
		N	%	N	%	N	%	N	%	N	%
44	RADIOGRAPHER	538	3.7	29	3.1	97	4.3	319	6.3	983	4.3
45	OCC. THERAPIST	100	0.7	4	0.4	66	3.0	75	1.5	245	1.1
46	OCC. THERAPY ASSISTANT	119	0.8	1	0.1	21	0.9	149	2.9	290	1.3
47	PHYS. THERAPIST	214	1.5	4	0.4	50	2.2	131	2.6	399	1.8
48	PHYS. THERAPY ASSISTANT	103	0.7	2	0.2	4	0.2	165	3.3	274	1.2
49	ART/DANCE/MUSIC THER.	66	0.5	0	0	6	0.3	5	0.1	77	0.3
50	RECREATIONAL THERAPIST	71	0.5	0	0	50	2.2	49	1.0	170	0.8
51	REC. THER. TECHNICIAN	38	0.3	0	0	0	0	2	0.0	40	0.2
52	RESP. THERAPIST	479	3.3	5	0.5	41	1.8	94	1.9	619	2.7
53	RESP. THER. TECHNICIAN	122	0.8	3	0.3	7	0.3	11	0.2	143	0.6
54	ALCOHOL/DRUG SPECIALIST	64	0.4	116	12.3	2	0.1	13	0.3	195	0.9
55	CLIN. PASTORAL COUNSELOR	3	0.0	0	0	2	0.1	0	0	5	0.0
56	MED. SOCIAL WORKER	104	0.7	6	0.6	46	2.1	52	1.0	208	0.9
57	REHAB. COUNSELOR	250	1.7	53	5.6	21	0.9	60	1.2	384	1.7
58	SPEECH PATH/AUDIO.	184	1.3	9	1.0	33	1.5	47	0.9	273	1.2
59	SPEECH PATH/AUD, PRE-MA	603	4.2	13	2.4	45	2.0	192	3.8	853	3.8
60	ALL OTHER OCCUPATIONS	842	5.9	43	4.6	110	4.9	261	5.2	1258	5.6
	TOTAL	14404	100.0	945	100.0	2238	100.0	5076	100.0	22663	100.0

TABLE II-Z

MINORITY ENROLLMENT IN COLLEGIATE ALLIED HEALTH EDUCATION PROGRAMS BY AWARD LEVEL, CENSUS DIVISION, AND ETHNIC CHARACTERIZATION OF INSTITUTION

(1975 - 1976)

	ENROLLMENT DISTRIBUTION WITHIN RACIAL/ETHNIC GROUP								TOTAL MINORITY	
	Black		Native Amer.		Asian		Hispanic			
	N	%	N	%	N	%	N	%	N	%
AWARD LEVEL										
Certificate	1906	13.2	167	17.7	173	7.7	928	18.3	3174	14.0
Associate	5355	37.2	262	27.7	516	23.1	2049	40.4	8182	36.1
Baccalaureate	5592	38.8	426	45.1	934	41.7	1681	33.1	8633	38.1
Graduate	1551	10.8	90	9.5	615	27.5	418	8.2	2674	11.8
TOTAL	14404	(100.0)	945	(100.0)	2238	(100.0)	5076	(100.0)	22663	(100.0)
CENSUS DIVISION										
01 New England	579	4.0	8	0.8	98	4.4	136	2.7	821	3.6
02 Middle Atlantic	2381	16.5	38	4.0	249	11.1	554	10.9	3222	14.2
03 East North Central	2372	16.5	110	11.6	246	11.0	236	4.6	2964	13.1
04 West North Central	559	3.9	233	24.7	93	4.2	71	1.4	956	4.2
05 South Atlantic	4151	28.8	42	4.4	167	7.5	367	7.2	4727	20.9
06 East South Central	1042	7.2	3	0.3	54	2.4	25	0.5	1125	5.0
07 West South Central	1969	13.7	188	19.9	150	6.7	1449	28.5	3756	16.6
08 Mountain	153	1.1	222	23.5	91	4.1	487	9.6	953	3.6
09 Pacific	1177	8.2	101	10.7	1090	48.7	1134	22.3	3502	15.4
10 Outlying (Virgin Is.)	0	0	0	0	0	0	617	12.2	617	2.7
TOTAL *	14404	(100.0)	945	(100.0)	2238	(100.0)	5076	(100.0)	22663	(100.0)
ETHNIC CHARACTERIZATION OF INSTITUTION										
Historically This Minority	1711	11.9	56	5.9	-	-	-	-	1767	7.8
Predominantly This Minority	1829	12.7	44	4.7	-	-	474	9.3	2347	10.4
Plurality This Minority	351	2.4	-	-	-	-	0	0	351	1.5
Significantly This Minority	1777	12.3	1	0.1	6	0.3	432	8.5	2216	9.8
Other Minority (Any Category)	234	1.6	41	4.3	302	13.5	341	6.7	918	4.0
Non-Minority	8302	59.0	803	85.0	1930	86.2	3829	75.4	15064	66.5
TOTAL	14404	(100.0)	945	(100.0)	2238	(100.0)	5076	(100.0)	22663	(100.0)

*Includes enrollment for 2 programs that did not report state code

TABLE II - 3

DISTRIBUTION OF COLLEGIATE ALLIED HEALTH EDUCATION PROGRAMS BY ETHNIC CHARACTERIZATION OF INSTITUTIONS (1975-1976)

OCCUPATION	LOCATION OF PROGRAMS WITHIN INSTITUTIONS																							
	Histor. Black		Predom. Black		Plural Black		Signif. Black		Histor. Native Amer.		Predom. Native Amer.		Signif. Native Amer.		Signif. Asian		Predom. Hispanic		Plural Hispanic		Signif. Hispanic		Non-Minority		TOTAL PROGRAMS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
01 HEALTH ADMINISTRATOR	2	1.9	1	0.9	0	0	5	4.7	0	0	0	0	0	0	0	0	0	0	1	0.9	1	0.9	96	90.6	106	100.0
02 MED/DENTAL SECRETARY	0	0	4	2.6	1	0.7	10	6.6	0	0	1	0.7	0	0	0	0	1	0.7	0	0	2	1.3	133	87.5	152	100.0
03 MED OFFICE ASSISTANT	0	0	2	1.2	1	0.6	10	6.0	0	0	0	0	0	0	1	0.6	1	0.6	0	0	3	1.8	148	89.2	166	100.0
04 UNIT CLERK	0	0	0	0	0	0	2	7.7	0	0	0	0	0	0	0	0	1	3.8	0	0	1	3.8	22	84.6	26	100.0
05 UNIT MANAGER	1	33.3	0	0	1	33.3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	33.3	3	100.0
06 BIOMED ENGINEER	1	1.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	66	98.5	67	100.0
07 BIOMED. ENGR. TECHNICIAN	0	0	0	0	1	3.3	3	10.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	26	86.7	30	100.0
08 CYTOTECHNOLOGIST	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	39	100.0	39	100.0
09 HISTOLOGIC TECHNICIAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	100.0	12	100.0
10 LABORATORY ASSIST.	0	0	1	4.3	0	0	3	13.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	19	82.6	23	100.0
11 MED LAB TECHNICIAN	3	1.4	7	3.4	1	0.5	21	10.2	0	0	2	1.0	0	0	0	0	2	1.0	0	0	0	0	170	82.9	205	100.0
12 MEDICAL TECHNOLOGIST	22	3.5	4	0.6	0	0	13	2.1	0	0	0	0	1	0.2	1	0.2	1	0.2	2	0.3	6	1.0	580	92.1	630	100.0
13 DENTAL ASSISTANT	0	0	1	2.1	1	1.5	14	7.2	0	0	1	0.5	0	0	1	0.5	0	0	1	0.5	5	2.6	166	85.1	195	100.0
14 DENTAL HYGIENIST	1	0.6	2	1.2	1	0.6	9	5.3	0	0	0	0	0	0	0	0	1	0.6	0	0	0	0	157	91.8	171	100.0

TABLE II-3

DISTRIBUTION OF COLLEGIATE ALLIED HEALTH EDUCATION PROGRAMS BY ETHNIC CHARACTERIZATION OF INSTITUTIONS (1975-1976)

OCCUPATION	LOCATION OF PROGRAMS WITHIN INSTITUTIONS																							
	Histor. Black		Predom. Black		Plural. Black		Signif. Black		Histor. Native Amer.		Predom. Native Amer.		Signif. Native Amer.		Signif. Asian		Predom. Hispanic		Plural. Hispanic		Signif. Hispanic		Non-Minority		TOTAL PROGRAMS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
15 DENTAL LAB TECH.	0	0	1	2.4	1	2.4	5	11.9	0	0	0	0	0	0	2	4.8	1	2.4	0	0	1	2.4	31	73.8	42	100.0
16 DIETETIC TECHNICIAN	0	0	3	5.4	1	1.8	4	7.1	0	0	1	1.8	0	0	0	0	0	0	0	0	0	0	47	83.9	56	100.0
17 DIETITIAN/NUTRITIONIST	11	4.3	0	0	0	0	2	0.8	0	0	0	0	0	0	0	0	0	0	0	0	2	0.8	240	94.1	255	100.0
18 EMERGENCY MED. TECH.	1	0.6	4	2.5	0	0	9	5.7	1	0.6	0	0	0	0	0	0	0	0	0	0	4	2.5	140	88.1	159	100.0
19 ENVIR. HEALTH ENG.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2.2	0	0	0	0	0	0	45	97.8	46	100.0
20 ENVIR. HEALTH TECH.	0	0	1	3.3	0	0	2	6.7	0	0	0	0	0	0	0	0	1	3.3	0	0	0	0	26	86.7	30	100.0
21 ENVIRONMENTALIST	0	0	0	0	0	0	3	3.4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	84	96.6	87	100.0
22 COMMUNITY/PH EDUCATOR	4	3.2	0	0	0	0	2	1.6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	120	95.2	126	100.0
23 SCHOOL HEALTH EDUCATOR	3	2.8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0.9	105	96.3	109	100.0
24 ALLIED HEALTH EDUCATOR	0	0	0	0	0	0	2	3.4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	56	96.6	58	100.0
25 SPECIAL ED. TEACHER	8	2.2	1	0.3	0	0	3	0.8	0	0	0	0	0	0	0	0	0	0	1	0.3	4	1.1	340	95.2	357	100.0
26 CARDIOPUL. TECHNICIAN	0	0	1	11.1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	88.9	9	100.0
27 DIALYSIS TECHNICIAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	100.0	2	100.0
28 ELECTROCARD. TECHNICIAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100.0	1	100.0

TABLE II-3

DISTRIBUTION OF COLLEGIATE ALLIED HEALTH EDUCATION PROGRAMS BY ETHNIC CHARACTERIZATION OF INSTITUTIONS (1975-1976)

OCCUPATION	LOCATION OF PROGRAMS WITHIN INSTITUTIONS																									
	Histor. Black		Predom. Black		Plural Black		Signif. Black		Histor. Native Amer.		Predom. Native Amer.		Signif. Native Amer.		Signif. Asian		Predom. Hispanic		Plural Hispanic		Signif. Hispanic		Non-Minority		TOTAL PROGRAMS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
29 ELECTROENCEPH. TECHNICIAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	100.0	9	100.0
30 MED RECORD ADMIN.	2	4.2	0	0	0	0	2	4.2	0	0	0	0	0	0	0	0	0	0	1	2.1	0	0	41	89.6	46	100.0
31 MED RECORD TECHNICIAN	0	0	4	5.6	1	1.4	4	5.6	0	0	0	0	0	0	1	1.4	2	2.8	0	0	1	1.4	59	81.9	72	100.0
32 MED TRANSCRIPTIONIST	0	0	0	0	0	0	3	8.8	0	0	0	0	0	0	0	0	1	2.9	0	0	0	0	30	88.2	34	100.0
33 HUMAN SERV/MENTAL HEALTH	2	1.4	5	1.4	3	2.0	14	9.5	1	0.7	0	0	0	0	0	0	0	0	0	0	1	0.7	122	82.4	148	100.0
91 MENTAL RETARD. AIDE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	100.0	7	100.0
95 PSYCHIATRIC TECHNICIAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	6.7	14	93.3	15	100.0
96 NURSE AIDE/ORDERLY	3	0	3	1.9	1	0.6	17	10.6	0	0	0	0	0	0	0	0	3	1.9	0	0	4	2.5	132	82.5	160	100.0
97 NURSE ANESTHETIST	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	16	100.0	16	100.0
98 OP. ROOM TECHNICIAN	0	0	1	1.2	1	1.2	10	11.9	0	0	0	0	0	0	0	0	2	2.4	0	0	3	3.6	67	79.8	84	100.0
99 OPTOMETRIC ASSISTANT	0	0	0	0	0	0	4	16.7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20	83.3	24	100.0
40 PHARMACY ASSISTANT	0	0	0	0	0	0	2	40.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	60.0	5	100.0
41 PHYSICIAN ASSISTANT	0	0	1	1.6	1	1.6	3	4.9	0	0	1	1.6	0	0	0	0	0	0	0	0	0	0	55	90.2	61	100.0
42 RADIOLOGIC TECHNICIAN	0	0	0	0	1	2.0	3	6.1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	45	91.8	49	100.0

TABLE II-3

DISTRIBUTION OF COLLEGIATE ALLIED HEALTH EDUCATION PROGRAMS BY ETHNIC CHARACTERIZATION OF INSTITUTIONS (1975-1976)

OCCUPATION	LOCATION OF PROGRAMS WITHIN INSTITUTIONS																									
	Histor. Black		Predom Black		Plural Black		Signif. Black		Histor. Native Amer.		Predom. Native Amer.		Signif. Native Amer.		Signif. Asian		Predom. Hispanic		Plural. Hispanic		Signif. Hispanic		Non-Minority		TOTAL PROGRAMS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
43 RAD. THERAPY TECHNICIAN	1	5.0	0	0	0	0	2	10.0	0	0	0	0	0	0	1	5.0	0	0	0	0	0	0	16	80.0	20	100.0
44 RADIOGRAPHER	0	0	6	2.2	1	0.4	20	7.5	0	0	1	0.4	0	0	1	0.4	3	1.1	0	0	3	1.1	232	86.9	267	100.0
45 OCC. THERAPIST	1	1.6	0	0	0	0	2	3.3	0	0	0	0	0	0	0	0	0	0	1	1.6	0	0	57	93.4	61	100.0
46 OCC. THERAPY ASSISTANT	0	0	4	12.1	1	3.0	3	9.1	0	0	0	0	0	0	0	0	1	3.0	0	0	0	0	24	72.7	33	100.0
47 PHYS. THERAPIST	2	1.8	0	0	0	0	4	3.6	0	0	0	0	0	0	0	0	0	0	1	0.9	0	0	104	93.7	111	100.0
48 PHYS. THERAPY ASSISTANT	0	0	2	4.5	0	0	4	9.1	0	0	0	0	0	0	0	0	1	2.3	0	0	0	0	37	84.1	44	100.0
49 ART/DANCE/MUSIC THER.	1	2.9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	34	97.1	35	100.0
50 RECREATIONAL THERAPIST	1	2.2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	44	97.8	45	100.0
51 REC. THER. TECHNICIAN	0	0	1	6.3	0	0	4	25.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	68.8	16	100.0
52 RESP. THERAPIST	2	1.3	5	3.3	1	0.7	9	5.9	0	0	0	0	0	0	0	0	1	0.7	0	0	3	2.0	132	86.3	153	100.0
53 RESP. THER. TECHNICIAN	0	0	1	6.8	0	0	5	11.4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	36	81.8	44	100.0
54 ALCOHOL/DRUG SPECIALIST	0	0	0	0	0	0	1	7.7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	92.3	13	100.0
55 CLIN. PASTORAL COUNSELOR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	100.0	12	100.0

TABLE II - 3

DISTRIBUTION OF COLLEGIATE ALLIED HEALTH EDUCATION PROGRAMS
BY ETHNIC CHARACTERIZATION OF INSTITUTIONS
(1975-1976)

OCCUPATION	LOCATION OF PROGRAMS WITHIN INSTITUTIONS																							
	Histor. Black		Predom. Black		Plural Black		Signif. Black		Histor. Native Amer.		Predom. Native Amer.		Signif. Native Amer.		Signif. Asian		Predom. Hispanic		Plural Hispanic		Signif. Hispanic		Non-Minority		TOTAL PROGRAMS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
06 HED. SOCIAL WORKER	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	100.0	12	100.0
07 REHAB. COUNSELOR	1	1.8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	56	98.2	57	100.0
08 SPEECH PATH/AUDIO.	1	0.5	0	0	0	0	5	2.7	0	0	0	0	0	0	0	0	0	0	0	0	1	0.5	176	96.2	183	100.0
09 SPEECH PATH/AUD, PRE-VA	7	4.5	0	0	0	0	2	1.3	0	0	0	0	0	0	1	0.6	0	0	0	0	2	1.3	143	92.3	155	100.0
00 ALL OTHER OCCUPATIONS	3	0.7	10	2.2	2	0.4	19	4.2	0	0	4	0.9	0	0	1	0.2	1	0.2	1	0.2	2	0.4	414	90.6	457	100.0

TABLE II-4

Number of Institutions and Allied Health Programs* by Racial/Ethnic Type of Institution

Type of Institution	Black			Hispanic			American Indian			Asian American			Total Minority		
	#	# of Inst w/ All Prog	% of All Prog	#	# of Inst w/ All Prog	% of All Prog	#	# of Inst w/ All Prog	% of All Prog	#	# of Inst w/ All Prog	% of All Prog	#	# of Inst w/ All Prog	% of All Prog
TRADITIONAL/HISTORICAL	106	44	79	-	-	-	15	2	2	-	-	-	121	46	81
PREDOMINANT	55	23	82	10	6	24	6	3	11	-	-	-	71	32	117
PLURALITY	8	6	13	2	2	9	1	0	0	-	-	-	11	8	3[illegible]
SIGNIFICANT	139	82	265	35	18	[illegible]	1	1	1	2	[illegible]	11	177	103	33[illegible]
TOTAL	308	155	449	47	26	89	23	6	14	2	2	11	380	189	56[illegible]

* As per 1975 Inventory of Allied Health Programs in Junior and Senior Colleges.

TABLE II - 5 (A)

INSTITUTIONAL PROFILE OF COLLEGES CONDUCTING ALLIED HEALTH EDUCATION PROGRAMS
FOR INSTITUTIONS GROUPED BY BLACK* ETHNIC COMPOSITION
(1975 - 1976)

INSTITUTIONAL CHARACTERISTICS	DISTRIBUTION OF INSTITUTIONS											
	Historically Black		Predominantly Black		Plurality Black		Significantly Black		Other Minority		Non-Minority	
	#	%	#	%	#	%	#	%	#	%	#	%
CENSUS DIVISION												
01 New England	0	0	0	0	0	0	3	3.7	1	2.9	118	8.3
02 Middle Atlantic	1	2.3	4	17.4	3	50.0	12	14.6	2	5.9	216	15.2
03 East North Central	1	2.3	7	30.4	0	0	17	20.7	0	0	251	17.7
04 West North Central	1	2.3	0	0	0	0	2	2.4	3	8.8	176	12.4
05 South Atlantic	20	45.5	7	30.4	0	0	31	37.8	2	5.9	218	15.4
06 East South Central	11	25.0	2	8.7	0	0	7	8.5	0	0	89	6.3
07 West South Central	10	22.7	0	0	0	0	1	1.2	10	29.4	120	8.5
08 Mountain	0	0	0	0	0	0	1	1.2	11	32.4	62	4.4
09 Pacific	0	0	1	13.0	1	50.0	6	7.3	5	14.7	167	11.8
10 Outlying (Virgin Is.)	0	0	0	0	0	0	0	0	0	0	2	0.1
TOTAL	44	100.0	23	100.0	6	100.0	82	100.0	34	100.0	1419	100.0
INSTITUTION TYPE												
Four-Year	43	97.7	5	21.7	0	0	19	23.2	14	41.2	856	60.3
Two-Year	1	2.3	18	78.3	6	100.0	63	76.8	20	58.8	563	39.7
TOTAL	44	100.0	23	100.0	6	100.0	82	100.0	34	100.0	1419	100.0
CONTROL												
Public	43	97.7	5	21.7	5	83.3	63	76.8	25	73.5	880	62.0
Private	1	2.3	18	78.3	1	16.7	19	23.2	9	26.5	539	38.0
TOTAL	44	100.0	23	100.0	6	100.0	82	100.0	34	100.0	1419	100.0
INSTITUTION SIZE												
Fewer than 100 students	1	2.3	2	8.7	1	16.7	1	1.2	4	11.8		
100 to 999 students	8	18.2	8	34.8	0	0	43	52.4	9	26.5		
1,000 to 3,999 students	31	70.5	11	47.8	1	16.7	34	41.5	13	38.2		
4,000 or more students	4	9.1	2	8.7	4	66.7	4	4.9	8	23.5		
TOTAL	44	100.0	23	100.0	6	100.0	82	100.0	34	100.0		

TABLE II - 5 (B)

INSTITUTIONAL PROFILE OF COLLEGES CONDUCTING ALLIED HEALTH EDUCATION PROGRAMS
FOR INSTITUTIONS GROUPED BY NATIVE AMER. ETHNIC COMPOSITION
(1975 - 1976)

INSTITUTIONAL CHARACTERISTICS	DISTRIBUTION OF INSTITUTIONS											
	Historically Native Amer.		Predominantly Native Amer.		Plurality Native Amer.		Significantly Native Amer.		Other Minority		Non-Minority	
	#	%	#	%	#	%	#	%	#	%	#	%
CENSUS DIVISION												
01 New England	0	0	0	0	0	0	0	0	4	2.2	118	8.3
02 Middle Atlantic	0	0	0	0	0	0	0	0	22	12.0	216	15.2
03 East North Central	0	0	0	0	0	0	0	0	25	13.7	251	17.7
04 West North Central	1	50.0	2	66.7	0	0	0	0	3	1.6	176	12.4
05 South Atlantic	0	0	0	0	0	0	1	100.0	59	32.2	218	15.4
06 East South Central	0	0	0	0	0	0	0	0	20	10.9	89	6.3
07 West South Central	0	0	0	0	0	0	0	0	23	12.6	120	8.5
08 Mountain	1	50.0	1	33.3	0	0	0	0	10	5.5	62	4.4
09 Pacific	0	0	0	0	0	0	0	0	17	9.3	167	11.8
10 Outlying (Virgin Is.)	0	0	0	0	0	0	0	0	0	0	2	0.1
TOTAL	2	100.0	3	100.0	0	0	1	100.0	183	100.0	1419	100.0
INSTITUTION TYPE												
Four-Year	0	0	0	0	0	0	1	100.0	80	43.7	856	60.3
Two-Year	2	100.0	3	100.0	0	0	0	0	103	56.3	563	39.7
TOTAL	2	100.0	3	100.0	0	0	1	100.0	183	100.0	1419	100.0
CONTROL												
Public	2	100.0	2	66.7	0	0	1	100.0	130	71.0	880	62.0
Private	0	0	1	33.3	0	0	0	0	53	29.0	539	38.0
TOTAL	2	100.0	3	100.0	0	0	1	100.0	183	100.0	1419	100.0
INSTITUTION SIZE												
Fewer than 100 students	1	50.0	2	66.7	0	0	0	0	6	3.3		
100 to 999 students	1	50.0	0	0	0	0	0	0	67	36.6		
1,000 to 3,999 students	0	0	1	33.3	0	0	1	100.0	88	48.1		
4,000 or more students	0	0	0	0	0	0	0	0	22	12.0		
TOTAL	2	100.0	3	100.0	0	0	1	100.0	183	100.0		

TABLE II-5 (C)

INSTITUTIONAL PROFILE OF COLLEGES CONDUCTING ALLIED HEALTH EDUCATION PROGRAMS
FOR INSTITUTIONS GROUPED BY ASIAN ETHNIC COMPOSITION
(1975 - 1976)

INSTITUTIONAL CHARACTERISTICS	DISTRIBUTION OF INSTITUTIONS					
	Significantly Asian		Other Minority		Non-Minority	
	#	%	#	%	#	%
CENSUS DIVISION						
01 New England	0	0	4	2.1	118	8.3
02 Middle Atlantic	0	0	22	11.8	216	15.2
03 East North Central	0	0	35	18.7	251	17.7
04 West North Central	0	0	6	3.2	176	12.4
05 South Atlantic	0	0	60	32.1	218	15.4
06 East South Central	0	0	20	10.7	89	6.3
07 West South Central	0	0	23	12.3	120	8.5
08 Mountain	0	0	12	6.4	62	4.4
09 Pacific	2	100.0	15	8.0	167	11.8
10 Outlying (Virgin Is.)	0	0	0	0	2	0.1
TOTAL	2	100.0	187	100.0	1419	100.0
INSTITUTION TYPE						
Four-Year	1	50.0	80	42.8	856	60.3
Two-Year	1	50.0	107	57.2	563	39.7
TOTAL	2	100.0	187	100.0	1419	100.0
CONTROL						
Public	1	50.0	134	71.7	880	62.0
Private	1	50.0	53	28.3	539	38.0
TOTAL	2	100.0	187	100.0	1419	100.0
INSTITUTION SIZE						
Fewer than 100 students	0	0	9	4.8		
100 to 999 students	0	0	68	36.4		
1,000 to 3,999 students	1	50.0	89	47.6		
4,000 or more students	1	50.0	21	11.2		
TOTAL	2	100.0	187	100.0		

TABLE II-5 (m)

INSTITUTIONAL PROFILE OF COLLEGES CONDUCTING ALLIED HEALTH EDUCATION PROGRAMS
FOR INSTITUTIONS GROUPED BY HISPANIC ETHNIC COMPOSITION
(1975 - 1976)

INSTITUTIONAL CHARACTERISTICS	DISTRIBUTION OF INSTITUTIONS									
	Predominantly Hispanic		Plurality Hispanic		Significantly Hispanic		Other Minority		Non-Minority	
	#	%	#	%	#	%	#	%	#	%
CENSUS DIVISION										
01 New England	0	0	0	0	1	5.6	3	1.8	118	8.3
02 Middle Atlantic	1	16.7	1	50.0	0	0	20	12.3	216	15.2
03 East North Central	0	0	0	0	0	0	25	15.3	251	17.7
04 West North Central	0	0	0	0	0	0	6	3.7	176	12.4
05 South Atlantic	0	0	0	0	1	5.6	59	36.2	218	15.4
06 East South Central	0	0	0	0	0	0	20	12.3	89	6.3
07 West South Central	3	50.0	1	50.0	6	33.3	13	8.0	120	8.5
08 Mountain	1	16.7	0	0	8	44.4	3	1.8	62	4.4
09 Pacific	1	16.7	0	0	2	11.1	14	8.6	167	11.8
10 Outlying (Virgin Is.)	0	0	0	0	0	0.0	0	0	2	0.1
TOTAL	6	100.0	2	100.0	18	100.0	163	100.0	1419	100.0
INSTITUTION TYPE										
Four-Year	1	16.7	2	100.0	9	50.0	69	42.3	836	60.3
Two-Year	5	83.3	0	0	9	50.0	94	57.7	583	39.7
TOTAL	6	100.0	2	100.0	18	100.0	163	100.0	1419	100.0
CONTROL										
Public	6	100.0	0	0	13	72.2	116	71.2	880	62.0
Private	0	0	2	100.0	5	27.8	47	28.8	539	38.0
TOTAL	6	100.0	2	100.0	18	100.0	163	100.0	1419	100.0
INSTITUTION SIZE										
Fewer than 100 students	0	0	1	50.0	0	0	8	4.9		
100 to 999 students	1	16.7	1	50.0	6	33.3	60	36.8		
1,000 to 3,999 students	4	66.7	0	0	6	33.3	80	49.1		
4,000 or more students	1	16.7	0	0	6	33.3	15	9.2		
TOTAL	6	100.0	2	100.0	18	100.0	163	100.0		

TABLE II - 3 (A)

CHARACTERISTICS OF COLLEGIATE ALLIED HEALTH TRAINING PROGRAMS WITHIN INSTITUTIONS GROUPED BY BLACK ETHNIC COMPOSITION

(1975 - 1976)

PROGRAMS CHARACTERISTICS	DISTRIBUTION OF PROGRAMS											
	Historically Black		Predominantly Black		Plurality Black		Significantly Black		Other Minority		Non-Minority	
	#	%	#	%	#	%	#	%	#	%	#	%
TYPE OF PROGRAM												
Basic Occ. Preparation	70	88.6	81	98.6	23	100.0	258	97.4	108	99.1	4561	90.2
Advanced Ed. or Teacher Training	9	11.4	1	1.2	0	0	7	2.6	1	0.9	493	9.8
TOTAL	79	100.0	82	100.0	23	100.0	265	100.0	109	100.0	5054	100.0
AWARD LEVEL												
Certificate	3	3.8	20	24.4	8	34.8	75	28.3	27	24.8	887	17.6
Associate	4	5.1	54	65.9	15	65.2	135	50.9	51	46.8	1322	26.2
Baccalaureate	64	81.0	6	7.3	0	0	38	14.3	29	26.6	1367	26.9
Graduate	8	10.1	2	2.4	0	0	17	6.4	2	1.8	978	19.4
TOTAL	79	100.0	82	100.0	23	100.0	265	100.0	109	100.0	5054	100.0
PROGRAM ACCREDITATION STATUS												
Accredited/Approved	23	29.1	29	35.4	11	47.8	94	35.5	38	34.9	1875	37.1
Accreditation in process	5	6.3	17	20.7	2	8.7	34	12.8	12	11.0	491	9.7
Clinical portion accredited	9	11.4	1	1.2	0	0	2	0.8	4	3.7	206	4.1
Accreditation not sought	2	2.5	2	2.4	1	4.3	6	2.3	1	0.9	180	3.6
Program too new	1	1.3	2	2.4	0	0	15	5.7	6	5.5	180	3.6
No mechanism exists	8	10.1	21	25.6	4	17.4	58	21.9	21	19.3	931	18.4
No information	31	39.2	10	12.2	5	21.7	56	21.1	27	24.8	1191	23.6
TOTAL	79	100.0	82	100.0	23	100.0	265	100.0	109	100.0	5054	100.0
ENTERING CLASS SIZE												
MEAN	32.2		29.2		48.1		25.9		20.4		21.3	
ST.DEV.	136.0		32.8		12.5		23.5		25.7		24.5	
N	53		67		18		205		87		4071	
NUMBER OF CLASSES PER YEAR												
MEAN	2.5		1.4		1.6		1.9		1.9		1.8	
ST.DEV.	3.5		1.9		0.7		2.0		2.6		1.8	
N	55		66		18		216		87		3131	
NUMBER OF STUDENTS ENTERING PER YEAR												
MEAN	31.4		40.1		34.3		52.5		37.1		38.4	
ST.DEV.	42.5		42.7		102.4		106.4		247.4		79.6	
N	49		62		16		195		79		3622	
TOTAL PROGRAM ENROLLMENT												
MEAN	53.6		59.5		91.5		47.1		33.2		81.3	
ST.DEV.	166.1		72.5		78.3		50.3		33.3		78.1	
N	79		81		23		262		108		4961	
PROGRAM TUITION PER MONTH												
MEAN	74.5		44.7		20.9		36.8		43.9		86.2	
ST.DEV.	30.7		44.5		45.7		47.4		35.6		103.9	
N	64		79		23		230		106		4391	

CHARACTERISTICS OF COLLEGIATE ALLIED HEALTH TRAINING PROGRAMS
WITHIN INSTITUTIONS GROUPED BY NATIVE AMERICAN ETHNIC COMPOSITION

(1975 - 1976)

PROGRAMS CHARACTERISTICS	DISTRIBUTION OF PROGRAMS									
	Historically Native Amer.		Predominantly Native Amer.		Significantly Native Amer.		Other Minority		Non-Minority	
	#	%	#	%	#	%	#	%	#	%
TYPE OF PROGRAM										
Basic Occ. Preparation	2	100.0	11	100.0	1	100.0	526	96.7	4561	90.2
Advanced Ed. or Teacher Training	0	0	0	0	0	0	18	3.3	493	9.8
TOTAL	2	100.0	11	100.0	1	100.0	544	100.0	5054	100.0
AWARD LEVEL										
Certificate	1	50.0	1	9.1	0	0	131	24.1	887	17.6
Associate	1	50.0	10	90.9	0	0	248	45.6	1322	26.2
Baccalaureate	0	0	0	0	1	100.0	136	25.0	1867	36.9
Graduate	0	0	0	0	0	0	29	5.3	978	19.4
TOTAL	2	100.0	11	100.0	1	100.0	544	100.0	5054	100.0
PROGRAM ACCREDITATION STATUS										
Accredited/Approved	0	0	4	36.4	1	100.0	190	34.9	1875	37.1
Accreditation in process	0	0	2	18.2	0	0	68	12.5	491	9.7
Clinical portion accredited	0	0	0	0	0	0	16	2.9	206	4.1
Accreditation not sought	0	0	0	0	0	0	12	2.2	180	3.6
Program too new	0	0	1	9.1	0	0	23	4.2	180	3.6
No mechanism exists	0	0	4	0.4	0	0	108	19.9	931	18.4
No information	2	100.0	0	0	0	0	127	23.3	1191	23.6
TOTAL	2	100.0	11	100.0	1	100.0	544	100.0	5054	100.0
ENTERING CLASS SIZE										
MEAN	10.0		10.7		3.0		27.5		21.3	
ST.DEV.	0		12.3		0		54.4		24.5	
N	1		11		1		417		4071	
NUMBER OF CLASSES PER YEAR										
MEAN	2.0		1.0		1.0		1.9		1.8	
ST.DEV.	0		0		0		2.3		1.8	
N	1		11		1		429		3951	
NUMBER OF STUDENTS ENTERING PER YEAR										
MEAN	20.0		10.7		3.0		51.5		38.4	
ST.DEV.	0		12.3		0		139.1		75.6	
N	1		11		1		388		3622	
TOTAL PROGRAM ENROLLMENT										
MEAN	28.0		17.5		3.0		51.7		51.0	
ST.DEV.	11.3		14.3		0		81.4		78.1	
N	2		11		1		539		4961	
PROGRAM TUITION PER MONTH										
MEAN	42.9		85.		-		56.5		86.2	
ST.DEVE.	0		67.3		-		71.9		100.9	
N	1		11		1		309		4591	

TABLE II-6(D

CHARACTERISTICS OF COLLEGIATE ALLIED HEALTH TRAINING PROGRAMS
WITHIN INSTITUTIONS GROUPED BY ASIAN ETHNIC COMPOSITION
(1975 - 1976)

PROGRAMS CHARACTERISTICS	DISTRIBUTION OF PROGRAMS					
	Significantly Asian		Other Minority		Non-Minority	
	#	%	#	%	#	%
TYPE OF PROGRAM						
Basic Occ. Preparation	11	100.0	529	96.7	4561	90.2
Advanced Ed. or Teacher Training	0	0	18	3.3	493	9.8
TOTAL	11	100.0	547	100.0	5054	100.0
AWARD LEVEL						
Certificate	2	18.2	131	23.9	887	17.6
Associate	6	54.5	253	46.1	1332	26.2
Baccalaureate	3	27.3	134	24.5	1867	36.9
Graduate	0	0	29	5.3	978	19.4
TOTAL	11	100.0	547	100.0	5054	100.0
PROGRAM ACCREDITATION STATUS						
Accredited/Approved	0	0	195	35.6	1875	37.1
Accreditation in process	0	0	70	12.8	491	9.7
Clinical portion accredited	1	9.1	15	2.7	206	4.1
Accreditation not sought	0	0	12	2.2	180	3.6
Program too new	0	0	24	4.4	180	3.6
No mechanism exists	1	9.1	111	20.3	931	18.4
No information	9	81.8	120	21.9	1191	23.6
TOTAL	11	100.0	547	100.0	5054	100.0
ENTERING CLASS SIZE						
MEAN	9.7		27.1		21.3	
ST.DEV.	2.1		33.8		24.5	
N	3		427		4071	
NUMBER OF CLASSES PER YEAR						
MEAN	1.3		1.9		1.8	
ST.DEV.	0.6		2.2		1.8	
N	3		439		3951	
NUMBER OF STUDENTS ENTERING PER YEAR						
MEAN	12.7		30.5		38.4	
ST.DEV.	5.3		137.9		75.6	
N	3		198		3622	
TOTAL PROGRAM ENROLLMENT						
MEAN	39.1		50.7		51.3	
ST.DEV.	34.2		81.3		78.2	
N	12		542		4961	
PROGRAM TUITION PER MONTH						
MEAN	54.9		57.3		88.2	
ST.DEV.	36.3		72.3		100.9	
N	11		511		4591	

TABLE II-5 (D)

CHARACTERISTICS OF COLLEGIATE ALLIED HEALTH TRAINING PROGRAMS WITHIN INSTITUTIONS GROUPED BY HISPANIC ETHNIC COMPOSITION

(1975 - 1976)

PROGRAMS CHARACTERISTICS	DISTRIBUTION OF PROGRAMS									
	Predominantly Hispanic		Plurality Hispanic		Significantly Hispanic		Other Minority		Non-Minority	
	#	%	#	%	#	%	#	%	#	%
TYPE OF PROGRAM										
Basic Occ. Preparation	24	100.0	9	100.0	50	98.0	457	96.4	4561	90.2
Advanced Ed. or Teacher Training	0	0	0	0	1	2.0	17	3.6	493	9.8
TOTAL	24	100.0	9	100.0	51	100.0	474	100.0	5054	100.0
AWARD LEVEL										
Certificate	7	29.2	0	0	16	31.4	110	23.2	887	17.6
Associate	16	66.7	0	0	18	35.3	225	47.5	1322	26.2
Baccalaureate	1	4.2	9	100.0	15	29.4	112	23.6	1867	36.9
Graduate	0	0	0	0	2	3.9	27	5.7	978	19.4
TOTAL	24	100.0	9	100.0	51	100.0	474	100.0	5054	100.0
PROGRAM ACCREDITATION STATUS										
Accredited/Approved	5	20.8	5	55.6	23	45.1	162	34.2	1875	37.1
Accreditation in process	5	20.8	0	0	5	9.8	60	12.7	491	9.7
Clinical portion accredited	1	4.2	2	22.2	0	0	13	2.7	206	4.1
Accreditation not sought	0	0	0	0	1	2.0	11	2.3	180	3.6
Program too new	4	16.7	0	0	1	2.0	19	4.0	180	3.6
No mechanism exists	5	20.8	0	0	11	21.6	96	20.3	931	18.4
No information	4	16.7	2	22.2	10	19.6	113	23.8	1191	23.6
TOTAL	24	100.0	9	100.0	51	100.0	474	100.0	5054	100.0
ENTERING CLASS SIZE										
MEAN		25.5		2.0		25.2		27.8		21.3
ST.DEV.		19.0		0.9		32.2		57.4		24.5
N		22		8		41		359		4071
NUMBER OF CLASSES PER YEAR										
MEAN		2.1		1.0		2.2		1.8		1.8
ST.DEV.		3.1		0		3.0		2.1		1.8
N		21		8		42		371		3951
NUMBER OF STUDENTS ENTERING PER YEAR										
MEAN		45.7		2.1		93.3		46.7		38.4
ST.DEV.		54.5		0.9		358.0		90.3		75.6
N		19		7		37		338		3622
TOTAL PROGRAM ENROLLMENT										
MEAN		37.3		11.4		38.0		53.7		51.
ST.DEV.		32.1		18.7		35.5		86.0		78.1
N		24		9		50		470		4961
PROGRAM TUITION PER MONTH										
MEAN		47.3		156.8		53.8		55.8		86.2
ST.DEVE.		81.0		124.2		73.2		68.5		100.9
N		24		9		49		440		4591

TABLE II-7

HP/VHP GRANTS AWARDED BY ETHNIC-CHARACTERIZATION OF INSTITUTION, WITHIN CENSUS DIVISION AND FISCAL YEARS

CENSUS DIVISION BY FISCAL YEAR	ETHNIC CHARACTERIZATION OF INSTITUTION BY FUNDING STATUS					
	MINORITY			NON-MINORITY		
	RECEIVING FUNDING		NOT RECEIVING FUNDING	RECEIVING FUNDING		NOT RECEIVING FUNDING
	#	$ AMOUNT	#	#	$ AMOUNT	#
NEW ENGLAND						
1973	0	0	0	14	1,351,818	107
1975	0	0	0	9	637,521	113
1977	0	0	0	13	1,170,630	109
MIDDLE ATLANTIC						
1973	1	63,554	9	25	2,953,759	303
1975	0	0	10	17	2,901,916	211
1977	0	0	10	18	2,260,993	210
EAST NORTH CENTRAL						
1973	2	150,151	6	15	1,180,182	250
1975	1	27,000	7	22	1,952,491	246
1977	1	36,948	7	21	2,390,962	245
WEST NORTH CENTRAL						
1973	0	0	3	14	773,525	165
1975	0	0	3	11	1,085,914	168
1977	0	0	3	18	1,217,905	161

TABLE II-7

BHW/DAHP GRANTS AWARDED BY ETHNIC-CHARACTERIZATION OF INSTITUTION, WITHIN CENSUS DIVISION AND FISCAL YEARS

CENSUS DIVISION BY FISCAL YEAR	ETHNIC CHARACTERIZATION OF INSTITUTION BY FUNDING STATUS					
	MINORITY			NON-MINORITY		
	RECEIVING FUNDING		NOT RECEIVING FUNDING	RECEIVING FUNDING		NOT RECEIVING FUNDING
	#	$ AMOUNT	#	#	$ AMOUNT	#
SOUTH ATLANTIC						
1973	1	359,117	27	21	2,548,626	229
1975	1	69,425	27	21	2,190,592	229
1977	3	511,709	25	23	2,579,650	227
EAST SOUTH CENTRAL						
1973	2	273,111	11	14	2,864,097	82
1975	2	495,789	11	8	1,723,534	88
1977	4	507,637	9	9	2,005,839	87
WEST SOUTH CENTRAL						
1973	3	324,890	11	10	947,388	119
1975	3	107,019	11	8	767,261	121
1977	2	73,970	12	10	973,201	119
MOUNTAIN						
1973	1	7,776	2	9	505,530	62
1975	1	37,616	2	9	354,643	62
1977	1	58,860	2	11	471,275	60

TABLE II-7

HBM/IAHP GRANTS AWARDED BY ETHNIC-CHARACTERIZATION OF INSTITUTION, WITHIN CENSUS DIVISION AND FISCAL YEARS

CENSUS DIVISION BY FISCAL YEAR	ETHNIC CHARACTERIZATION OF INSTITUTION BY FUNDING STATUS					
	MINORITY			NON-MINORITY		
	RECEIVING FUNDING		NOT RECEIVING FUNDING	RECEIVING FUNDING		NOT RECEIVING FUNDING
	#	$ AMOUNT	#	#	$ AMOUNT	#
PACIFIC						
1973	2	164,365	4	16	911,362	162
1975	0	0	6	16	1,270,114	162
1977	1	2,736	5	20	1,662,833	158
OUTLYING REGIONS						
1973	2	294,831	0	0	0	0
1975	1	85,773	1	0	0	0
1977	1	203,907	1	0	0	0
TOTAL*						
1973	14	1,537,803	73	141	14,036,287	1379
1975	9	823,422	78	120	12,683,906	1400
1977	11	1,295,767	74	144	14,733,488	1376

Appendix B

Occupational Profiles

APPENDIX B

OCCUPATIONAL PROFILES

Information Contained in Data Profiles — Data collected in the 1975 ASAHP Inventory of collegiate allied health education programs is summarized, by occupation, in this section. Each selected occupation has enrollment data presented for each of the four racial/ethnic subgroups, within each of nine geographic regions of the country. The tabular format for data presentation permits the direct comparison of percentages of minority enrollment in a given occupation and region, to the comparable percentage for all of the allied health occupations combined. For use in assessing whether these percentage enrollment figures are high or low relative to the percentage of a given minority group in the population for that region, 1970 Census figures are also provided. The right-hand half of each data summary table contains information on the number of programs which are located within institutions that are historically, predominantly, or pluralistically minority institutions, along with the numbers of minority students attending any such minority school. This part of each table shows the extent of involvement of minority institutions in providing education for a given occupation, along with the extent to which these institutions provide for the education of minorities within each region (by comparison of the numbers of minority students enrolled in programs at minority institutions with the total numbers of minority students enrolled within a given region).

Because information on the ethnic characterization of institutions in "outlying regions" was not available for this study, Census Division 10 is excluded from all of the tables in this section. Minority enrollment percentages may differ slightly from those reported for each occupation in other sections of this report, by virtue of the exclusion of 617 Hispanic students enrolled in region 10.

The detailed level of data reporting in this section made it desirable to consider only those occupations having large enough overall enrollments to warrant region-by-region analysis. Forty-two of the 59 occupations were considered large enough for individual data profiles. Of these, three occupations (Health Administrator, Human Services/Mental Health Technologist, and Physician Assistant) are analyzed separately for the lower vs. higher degree programs.

SECTION I:

OCCUPATIONAL PROFILES ARRANGED BY HIGH/LOW CAREER LEVELS

TABLE 1

BIOMEDICAL ENGINEER (06)

CENSUS DIVISION	% MINORITY EMPLOYMENT THIS OCCUPATION					% MINORITY EMPLOYMENT ALL OCCUPATIONS					% MINORITIES IN POP. (1970 CENSUS)					TOTAL # OF PROGS	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL
1. NEW ENGLAND	0.0	0.0	0.0	0.0	0.0	3.2	0.1	0.9	1.2	7.6	3.3	0.1	0.3	1.5	5.2	8	0	0	0	0						0	0	0	0	0	36
2. MIDDLE ATLANTIC	2.5	0.0	3.0	1.3	7.6	10.0	0.2	1.1	2.5	14.4	10.6	0.1	0.4	5.3	16.5	11	0	0	0	0						2	0	2	1	4	79
3. EAST NORTH CENTRAL	2.5	2.6	5.0	0.0	10.7	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.2	1.7	11.7	20	0	0	0	0						16	13	12	5	46	637
4. WEST NORTH CENTRAL	0.0	0.0	0.0	0.0	0.0	4.7	2.0	0.9	0.6	8.0	4.3	0.6	0.2	0.8	5.9	6	0	0	0	0						0	0	0	0	0	13
5. SOUTH ATLANTIC	1.3	0.0	1.2	4.7	7.1	16.5	0.2	0.7	1.5	19.0	28.8	0.2	0.2	3.4	33.7	5	1	0	0	1						1	0	1	4	6	85
6. EAST SOUTH CENTRAL	0.0	0.0	0.0	0.0	0.0	13.9	0.4	0.7	0.3	15.0	20.1	0.1	0.1	0.3	20.5	1	0	0	0	0						0	0	0	0	0	4
7. WEST SOUTH CENTRAL	0.0	0.0	10.2	5.1	22.0	14.0	1.4	1.1	10.8	27.2	15.6	0.6	0.2	12.9	29.3	3	0	0	0	0						4	0	6	3	13	89
8. MOUNTAIN	0.0	0.0	3.4	3.1	6.6	3.4	3.3	1.3	6.7	16.6	3.3	2.8	0.5	12.1	17.5	6	0	0	0	0						0	0	2	2	4	87
9. PACIFIC	2.1	0.0	12.5	3.1	18.0	7.2	0.6	6.6	0.9	21.3	5.7	0.6	4.0	2.5	12.8	5	0	0	0	0						2	0	12	3	16	96
TOTAL	2.4	1.4	5.2	1.6	10.5	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	67	1	0	0	1		1				26	15	57	17	115	1066

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TABLE 2

BIOMEDICAL ENGINEERING TECHNICIAN (07)

CENSUS DIVISION	% MINORITY EMPLOYMENT THIS OCCUPATION					% MINORITY EMPLOYMENT ALL OCCUPATIONS					% MINORITIES IN POP. (1970 CENSUS)					TOTAL # OF PROGS	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL
1. NEW ENGLAND	4.4	0.0	2.4	0.0	6.9	3.2	0.1	0.9	1.2	7.6	3.3	0.1	0.3	1.5	5.2	3	0	0	0	0						1	0	1	0	2	41
2. MIDDLE ATLANTIC	-	-	-	-	-	10.0	0.2	1.1	2.5	14.4	10.6	0.1	0.4	5.3	16.5	6	0	0	0	0						-	-	-	-	-	-
3. EAST NORTH CENTRAL	1.3	0.0	0.0	1.3	2.7	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.2	1.7	11.7	4	0	0	0	0						1	0	0	1	2	75
4. WEST NORTH CENTRAL	11.4	0.0	0.0	2.9	14.3	4.7	2.0	0.8	0.6	8.0	4.3	0.6	0.2	0.8	5.9	1	0	0	0	0						4	0	0	1	5	35
5. SOUTH ATLANTIC	7.8	0.0	1.3	0.0	9.1	16.5	0.2	0.7	1.5	19.0	28.8	0.2	0.2	3.4	33.7	3	0	0	0	0						6	0	1	0	7	77
6. EAST SOUTH CENTRAL	19.2	0.0	0.0	0.0	19.2	13.9	0.4	0.7	0.3	15.0	20.1	0.1	0.1	0.3	20.5	1	0	0	0	0						15	0	0	0	15	78
7. WEST SOUTH CENTRAL	0.0	0.0	1.7	0.0	1.7	14.0	1.4	1.1	10.8	27.2	15.6	0.6	0.2	12.9	29.3	4	0	0	0	0						0	0	2	0	2	119
8. MOUNTAIN	-	-	-	-	-	3.4	3.3	1.3	6.7	16.6	3.3	2.8	0.5	12.1	17.5	3	0	0	0	0						-	-	-	-	-	-
9. PACIFIC	15.2	0.0	6.1	12.1	33.3	7.2	0.6	6.6	0.9	21.3	5.7	0.6	4.0	2.5	12.8	3	0	0	0	0						5	0	2	2	4	11
TOTAL	7.0	0.0	1.3	1.3	9.6	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	30	1	0	0	1		3	0	2	3	8	32	0	6	6	41	458

TABLE 3

MEDICAL TECHNOLOGIST (12)

CENSUS DIVISION	% MINORITY EMPLOYED IN THIS OCCUPATION					% MINORITY EMPLOYED IN ALL OCCUPATIONS					% MINORITIES IN SMSA'S (1970 CENSUS)					TOTAL # OF SMSA'S	# OF SMSA'S IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT DATA					
	black	Hisp.	Asian	Nat. Am.	All Min.	black	Hisp.	Asian	Nat. Am.	All Min.	black	Hisp.	Asian	Nat. Am.	All Min.		black	Hisp.	Nat. Am.	Asian	All Min.	black	Hisp.	Nat. Am.	Asian	All Min.	black	Hisp.	Nat. Am.	Asian	All Min.	TOTAL ENROLL.
1 NEW ENGLAND	1.2	0.0	1.0	1.7	3.1	3.2	0.1	0.9	1.3	7.4	3.1	0.1	0.3	1.9	5.2	40	0	0	0	0						12	0	11	11	37	335
2 MIDDLE ATLANTIC	0.8	0.0	2.9	3.1	11.2	10.0	0.2	1.1	3.5	14.6	10.0	0.1	0.4	5.1	16.5	91	1	0	1	1	18	0	0	0	18	305	1	72	54	334	2695
3 EAST NORTH CENTRAL	0.9	1.2	1.5	0.7	5.1	8.6	0.8	0.9	0.9	10.0	9.6	0.1	0.2	1.2	11.1	117	1	0	0	1	30	0	10	0	40	344	68	55	31	399	3705
4 WEST NORTH CENTRAL	2.0	0.1	1.5	0.7	5.3	4.3	2.0	0.8	0.6	8.0	4.3	0.6	0.3	0.8	5.9	91	1	0	0	1	7	0	0	0	7	93	6	29	51	183	1935
5 SOUTH ATLANTIC	9.1	0.3	1.0	0.4	10.7	14.5	0.3	0.7	1.5	16.8	20.8	0.3	0.3	2.4	23.7	97	6	0	0	6	53	1	0	0	54	333	6	33	114	456	3855
6 EAST SOUTH CENTRAL	15.6	0.0	0.3	0.4	16.0	13.0	0.6	0.7	0.3	15.0	26.1	0.1	0.1	0.2	26.5	63	7	0	0	7	61	0	0	0	61	195	0	12	1	213	1364
7 WEST SOUTH CENTRAL	19.6	3.1	2.1	0.4	25.2	16.0	1.4	1.1	10.8	33.2	15.6	0.6	0.3	13.9	29.5	76	6	0	1	9	353	0	13	0	366	336	29	58	331	854	3700
8 MOUNTAIN	3.2	3.3	2.7	9.9	19.1	3.8	3.1	1.3	6.7	14.6	3.3	3.0	0.9	13.1	17.5	33	0	0	1	1	2	0	0	48	50	7	13	15	51	91	344
9 PACIFIC	0.2	0.4	14.1	11.0	25.8	3.2	0.6	6.6	6.8	21.1	5.7	0.4	4.0	3.9	13.8	34	1	0	0	1	1	0	1	0	2	36	6	151	10?	333	931
TOTAL	9.2	0.7	2.8	3.9	16.7	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	630	26	0	3	29	524	1	23	48	596	1951	123	478	622	2810	16797

TABLE 4

MEDICAL LABORATORY TECHNICIAN (11)

CENSUS DIVISION	% MINORITY EMPLOYED IN THIS OCCUPATION					% MINORITY EMPLOYED IN ALL OCCUPATIONS					% MINORITIES IN SMSA'S (1970 CENSUS)					TOTAL # OF SMSA'S	# OF SMSA'S IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT DATA					
	black	Hisp.	Asian	Nat. Am.	All Min.	black	Hisp.	Asian	Nat. Am.	All Min.	black	Hisp.	Asian	Nat. Am.	All Min.		black	Hisp.	Nat. Am.	Asian	All Min.	black	Hisp.	Nat. Am.	Asian	All Min.	black	Hisp.	Nat. Am.	Asian	All Min.	TOTAL ENROLL.
1 NEW ENGLAND	1.6	0.3	0.3	0.5	3.1	3.2	0.1	0.9	1.3	7.4	3.1	0.1	0.3	1.5	5.2	38	0	0	0	0	1					0	0	1	3	11	572
2 MIDDLE ATLANTIC	2.0	0.5	0.4	1.0	11.3	10.0	0.2	1.1	3.5	14.6	10.0	0.1	0.4	5.1	16.5	83	3	0	1	3	93	0	3	53	149	359	3	7	44	334	1750
3 EAST NORTH CENTRAL	15.3	0.3	1.0	1.7	18.3	8.6	0.8	0.9	0.9	10.0	9.6	0.1	0.3	1.3	11.3	34	1	0	0	1	44	0	3	0	44	170	3	12	30	214	1171
4 WEST NORTH CENTRAL	4.3	1.2	0.0	0.0	5.5	4.3	2.0	0.8	0.6	8.0	4.3	0.6	0.3	0.8	5.9	11	0	1	0	1	4	0	0	0	4	8	0	0	0	14	183
5 SOUTH ATLANTIC	11.4	0.1	0.5	3.1	14.9	14.5	0.3	0.7	1.5	16.8	20.8	0.3	0.3	2.4	23.7	65	3	0	0	3	36	0	0	0	36	110	1	5	33	157	1053
6 EAST SOUTH CENTRAL	16.9	0.0	0.0	10.0	16.9	13.0	0.6	0.7	0.3	15.0	26.1	0.1	0.3	0.2	26.5	31	3	0	0	3	65	0	0	0	65	83	0	0	0	87	514
7 WEST SOUTH CENTRAL	13.0	3.0	1.3	12.3	25.6	16.0	1.4	1.1	10.8	33.2	15.6	0.6	0.2	13.0	29.1	21	0	0	1	1	4	0	0	14	18	34	5	6	66	125	499
8 MOUNTAIN	3.9	0.5	0.0	0.6	7.3	3.8	3.1	1.3	6.7	14.6	3.3	3.0	0.9	13.1	17.5	7	0	0	0	0						0	1	0	30	35	200
9 PACIFIC	3.6	0.0	15.1	3.2	20.3	3.2	0.6	6.6	6.8	21.1	5.7	0.4	4.0	3.9	13.8	5	0	0	0	0						23	0	27	2	52	173
TOTAL	10.9	0.3	0.9	3.2	14.9	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	215	19	2	2	19	293	6	5	67	321	810	18	58	199	999	6126

TABLE 5

DENTAL HYGIENIST (14)

CENSUS DIVISION	% MINORITY EMPLOYMENT DHEW OCCUPATION					% MINORITY EMPLOYMENT ALL OCCUPATIONS					% MINORITIES IN POP. (1970 CENSUS)					TOTAL # OF PROGRAMS	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL.
1. NEW ENGLAND	3.3	0.1	1.5	0.0	5.2	5.3	0.1	0.9	1.3	7.6	3.3	0.1	0.3	1.5	5.2	11	0	0	0	0										
2. MIDDLE ATLANTIC	3.0	0.0	0.3	2.1	5.4	10.0	0.4	1.1	3.5	14.6	10.5	0.1	0.4	5.3	16.5	19	0	0	1	1	13	0	0	15	28	26	0	3	18	47	870
3. EAST NORTH CENTRAL	1.0	0.0	0.3	0.0	2.2	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.3	1.2	11.7	27	1	0	0	1	10	0	3	0	13	22	0	4	0	26	1305
4. WEST NORTH CENTRAL	0.7	0.2	0.3	0.2	1.4	4.3	3.0	0.8	0.6	8.8	4.3	0.6	0.3	0.8	5.9	15	0	0	0	0						6	2	2	3	8	572
5. SOUTH ATLANTIC	2.0	0.1	0.2	0.4	2.7	16.5	0.2	0.7	1.5	18.8	20.8	0.3	0.3	2.4	23.7	33	1	0	0	1	0	0	0	1	0	32	1	4	6	43	1563
6. EAST SOUTH CENTRAL	11.0	0.0	0.0	1.1	13.0	11.0	0.4	0.7	0.3	15.0	20.1	0.1	0.1	0.3	20.5	9	1	0	0	1	19	0	0	0	19	22	0	0	2	24	185
7. WEST SOUTH CENTRAL	3.0	0.6	1.1	0.0	7.0	16.0	1.6	1.1	10.6	27.3	15.6	0.6	0.3	13.9	30.3	31	0	0	0	0						14	4	0	20	55	698
8. MOUNTAIN	0.1	0.3	2.2	0.2	2.8	3.2	3.1	1.3	6.7	14.6	3.3	3.0	0.6	13.1	17.5	10	0	0	0	0						1	3	0	14	25	333
9. PACIFIC	3.0	0.3	10.2	3.0	15.3	7.2	0.6	4.6	0.9	21.3	5.7	0.6	4.0	2.5	12.8	36	1	0	0	1	0	1	4	4	9	13	2	70	23	113	732
TOTAL	2.2	0.1	1.8	1.3	5.4	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	171	4	0	1	5	50	1	6	20	77	152	10	124	91	377	7016

TABLE 6

DENTAL ASSISTANT (13)

CENSUS DIVISION	% MINORITY EMPLOYMENT DHEW OCCUPATION					% MINORITY EMPLOYMENT ALL OCCUPATIONS					% MINORITIES IN POP. (1970 CENSUS)					TOTAL # OF PROGRAMS	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL.
1. NEW ENGLAND	3.5	0.0	0.6	0.0	3.6	5.3	0.1	0.9	1.3	7.6	3.3	0.1	0.3	1.5	5.2	9	0	0	0	0						7	0	1	0	0	393
2. MIDDLE ATLANTIC	5.0	0.0	0.0	1.7	6.5	10.0	0.2	1.1	2.5	14.6	10.5	0.1	0.4	5.3	16.5	20	2	0	0	2	3	0	0	1	3	33	0	0	0	31	690
3. EAST NORTH CENTRAL	5.3	0.2	0.3	0.4	6.0	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.3	1.7	11.7	29	2	0	0	2	27	0	0	0	27	56	2	2	4	64	1081
4. WEST NORTH CENTRAL	3.5	3.0	0.0	0.4	8.8	4.3	3.0	0.8	0.6	8.8	4.3	0.6	0.3	0.8	5.9	22	0	1	0	1	0	14	0	0	14	32	14	0	1	28	661
5. SOUTH ATLANTIC	0.3	0.3	0.1	0.4	0.9	16.5	0.2	0.7	1.5	18.8	20.8	0.2	0.3	2.4	23.7	31	1	0	0	1	17	0	0	0	17	63	3	1	3	69	772
6. EAST SOUTH CENTRAL	5.0	0.0	0.0	0.0	5.0	11.0	0.4	0.7	0.3	15.0	20.1	0.1	0.1	0.3	20.5	4	0	0	0	0						5	0	0	0	5	84
7. WEST SOUTH CENTRAL	7.5	0.6	0.0	23.6	30.7	16.0	1.6	1.1	10.6	27.3	15.6	0.6	0.3	13.9	30.3	13	0	0	1	1	(no enrollment data)					22	0	0	71	93	301
8. MOUNTAIN	0.0	0.6	0.6	2.6	4.0	3.2	3.1	1.3	6.7	14.6	3.3	3.0	0.6	13.1	17.5	13	0	0	0	0						3	1	1	6	10	239
9. PACIFIC	4.3	0.0	3.6	9.0	19.5	7.2	0.6	4.6	0.9	21.3	5.7	0.6	4.0	2.5	12.8	46	2	0	0	2	44	13	10	33	100	65	12	54	250	381	1510
TOTAL	4.9	0.6	1.1	4.7	11.3	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	195	7	1	1	9	90	15	10	23	138	255	31	56	24	589	5230

TABLE 7

DIETITIAN/NUTRITIONIST (17)

CENSUS DIVISION	% MINORITY EMPLOYMENT IN THIS OCCUPATION					% MINORITY EMPLOYMENT IN ALL OCCUPATIONS					% MINORITIES IN HIP, (1970) CENSUS					TOTAL # OF PROGRAMS	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					DIFFERENT CENSUS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL
1	3.7	0.0	3.7	0.0	7.4	5.3	0.3	0.9	1.3	7.8	3.3	0.3	0.3	1.9	5.3	27	0	0	0	0						6	0	0	3	0	356
2	7.4	0.3	2.7	2.0	12.4	10.0	0.3	1.1	2.5	14.6	10.6	0.1	0.4	5.3	16.9	28	0	0	0	0						89	3	31	16	139	1169
3	3.3	0.3	2.0	1.1	9.3	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.3	1.7	11.7	53	0	0	0	0						68	3	25	10	106	969
4	2.0	0.3	2.3	0.0	5.3	6.3	2.0	0.8	0.6	9.8	6.1	0.6	0.2	0.8	8.9	31	1	0	0	1						53	2	23	6	79	839
5	13.6	0.0	2.0	3.5	21.1	16.5	0.3	0.7	1.9	19.8	20.8	0.2	0.3	2.0	23.3	90	7	0	0	1	136	0	3	0	137	154	0	39	12	205	994
6	0.7	0.3	3.3	0.0	13.0	13.9	0.4	0.7	0.3	15.8	30.1	0.1	0.1	0.3	30.5	30	0	0	0	0						61	1	14	0	19	588
7	13.5	0.7	4.3	7.1	31.6	14.0	1.4	1.1	10.8	27.3	15.6	0.6	0.3	13.9	29.1	19	3	0	0	3	143	0	3	3	149	177	1	31	33	241	640
8	1.6	1.2	1.1	1.2	6.0	3.6	3.1	1.3	6.7	14.6	3.2	2.8	0.5	13.1	17.5	15	0	0	0	0						6	5	11	5	19	436
9	3.8	0.0	11.1	3.8	18.5	7.3	0.6	6.6	0.9	31.3	5.7	0.6	4.0	3.5	13.8	26	0	0	0	0						7	3	44	11	65	395
TOTAL	9.6	0.3	5.4	1.6	15.0	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	255	11	0	0	11	268	0	3	3	274	596	16	191	93	817	7200

TABLE 8

DIETETIC TECHNICIAN (16)

CENSUS DIVISION	% MINORITY EMPLOYMENT IN THIS OCCUPATION					% MINORITY EMPLOYMENT IN ALL OCCUPATIONS					% MINORITIES IN HIP, (1970) CENSUS					TOTAL # OF PROGS	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					DIFFERENT CENSUS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL
1	10.3	0.0	0.0	3.3	13.6	5.3	0.3	0.9	1.3	7.8	3.3	0.3	0.3	1.9	5.3	4	0	0	0	0						46	0	0	3	49	356
2	6.5	0.0	1.5	1.5	11.6	10.0	0.3	1.1	2.5	14.6	10.6	0.1	0.4	5.3	16.5	10	0	0	0	0						37	0	3	3	43	199
3	11.1	0.0	0.0	3.7	14.7	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.3	1.7	11.7	13	2	0	0	2	45	0	0	0	45	30	0	0	6	44	236
4	0.0	0.0	3.1	0.0	3.1	6.3	2.0	0.8	0.6	9.8	6.1	0.6	0.2	0.8	8.9	6	0	1	0	1						0	0	1	3	3	48
5	10.0	0.0	0.0	3.0	16.0	16.5	0.3	0.7	1.9	19.8	20.8	0.2	0.3	2.0	23.3	4	1	0	0	1	44	0	1	0	45	43	0	1	3	47	125
6	14.3	0.0	0.0	0.0	14.3	13.9	0.4	0.7	0.3	15.8	30.1	0.1	0.1	0.3	30.5	4	0	0	0	0						17	0	0	6	17	47
7	10.3	0.0	0.0	6.3	33.3	14.0	1.4	1.1	10.8	27.3	15.6	0.6	0.3	13.9	29.1	0	0	0	0	0						65	3	1	10	79	330
8						3.6	3.1	1.3	6.7	14.6	3.2	2.8	0.5	13.1	17.5	0	0	0	0	0						-	-	-	-	-	-
9	15.0	0.0	7.5	3.8	19.3	7.3	0.6	6.6	0.9	31.3	5.7	0.6	4.0	3.5	13.8	7	1	0	0	1	61	0	7	3	71	67	0	19	11	101	254
TOTAL	15.1	0.2	2.0	3.1	31.2	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	55	4	1	0	5	146	0	8	3	157	333	2	25	39	399	1277

TABLE 9

ENVIRONMENTAL HEALTH ENGINEER (19)

CENSUS DIVISION	% MINORITY ENROLLMENT THIS OCCUPATION					% MINORITY ENROLLMENT ALL OCCUPATIONS					% MINORITIES IN POP. (1970 CENSUS)					TOTAL # OF PROGS.	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL
1. NEW ENGLAND	1.4	0.0	0.0	0.0	1.4	5.2	0.1	0.9	1.3	7.4	3.3	0.1	0.3	1.5	5.2	6	0	0	0	0	1				1	0	0	0	1	73
2. MIDDLE ATLANTIC	0.0	0.0	1.4	1.4	2.8	10.8	0.3	1.1	3.5	14.6	10.6	0.1	0.4	5.3	16.5	11	0	0	0	0					0	0	3	3	6	218
3. EAST NORTH CENTRAL	3.8	0.0	1.9	0.0	5.8	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.2	1.7	11.7	10	0	0	0	0					2	0	1	0	3	52
4. WEST NORTH CENTRAL	0.0	0.0	0.0	0.0	0.0	4.3	2.0	0.8	0.6	8.0	4.3	0.6	0.2	0.8	5.9	2	0	0	0	0					0	0	0	0	0	7
5. SOUTH ATLANTIC	1.8	0.0	0.2	2.1	3.3	16.5	0.2	0.7	1.5	18.8	20.8	0.2	0.2	2.4	23.7	5	0	0	0	0					1	0	4	2	7	96
6. EAST SOUTH CENTRAL	0.0	0.0	0.0	0.0	0.0	13.9	0.4	0.7	0.3	15.0	20.1	0.1	0.1	0.3	20.5	3	0	0	0	0					0	0	0	0	0	20
7. WEST SOUTH CENTRAL	7.1	7.1	7.1		21.4	16.0	1.4	1.1	10.8	27.2	15.6	0.6	0.2	12.9	29.3	3	0	0	0	0					1	1	1	0	3	14
8. MOUNTAIN	0.0	0.0	0.0	0.0	0.0	3.4	3.1	1.3	6.7	14.6	3.2	3.8	0.5	13.1	17.5	3	0	0	0	0					0	0	0	0	0	34
9. PACIFIC	3.1	0.0	31.4	5.0	40.5	7.2	0.6	6.6	0.9	31.3	5.7	0.6	4.0	3.5	13.8	5	0	0	0	0					4	1	38	6	49	131
TOTAL	1.5	0.3	7.6	1.8	11.2	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	46	0	0	0	0					9	2	47	11	69	615

TABLE 10

ENVIRONMENTAL HEALTH TECHNICIAN (20)

CENSUS DIVISION	% MINORITY ENROLLMENT THIS OCCUPATION					% MINORITY ENROLLMENT ALL OCCUPATIONS					% MINORITIES IN POP. (1970 CENSUS)					TOTAL # OF PROGS.	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL
1. NEW ENGLAND	0.2	0.0	0.0	0.0	0.2	5.2	0.1	0.9	1.2	7.4	3.3	0.1	0.3	1.5	5.2	4	0	0	0	0					1	0	0	0	1	611
2. MIDDLE ATLANTIC	1.1	0.0	0.0	2.6	3.9	10.8	0.3	1.1	3.5	14.6	10.6	0.1	0.4	5.3	16.5	6	0	0	0	0					1	0	0	3	3	76
3. EAST NORTH CENTRAL	7.3	0.0	0.0	0.6	7.9	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.2	1.7	11.7	6	0	0	0	0					12	0	0	1	13	165
4. WEST NORTH CENTRAL	2.4	0.0	0.0	0.0	2.4	4.3	2.0	0.8	0.6	8.0	4.3	0.6	0.2	0.8	5.9	1	0	0	0	0					1	0	0	0	1	42
5. SOUTH ATLANTIC	92.3	0.0	0.2	0.0	92.3	16.5	0.2	0.7	1.5	18.8	20.8	0.2	0.2	2.4	23.7	1	1	0	0	1	24	0	0	0	24	24	0	0	0	24	26
6. EAST SOUTH CENTRAL	2.1	0.0	0.0	0.0	2.1	13.9	0.4	0.7	0.3	15.0	20.1	0.1	0.1	0.3	20.5	1	0	0	0	0					1	0	0	0	1	47
7. WEST SOUTH CENTRAL	24.1	0.0	0.0	0.0	24.1	16.0	1.4	1.1	10.8	27.2	15.6	0.6	0.2	12.9	29.3	2	0	0	0	0					13	0	0	0	13	54
8. MOUNTAIN	0.0	2.4	0.0	28.0	30.5	3.4	3.1	1.3	6.7	14.6	3.2	3.8	0.5	13.1	17.5	2	0	0	1	1	0	1	0	33	33	0	1	0	32	33	41
9. PACIFIC	6.8	0.0	0.0	0.0	6.8	7.2	0.6	6.6	0.9	31.3	5.7	0.6	4.0	3.5	13.8	3	0	0	0	0					2	0	0	0	2	43
TOTAL	6.1	0.1	0.0	3.9	10.1	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	30	1	0	1	2	24	1	0	32	57	55	1	0	35	91	904

TABLE 11

MEDICAL RECORD ADMINISTRATOR (30)

CENSUS DIVISION	% MINORITY EMPLOYED IN THIS OCCUPATION					% MINORITY EMPLOYED IN ALL OCCUPATIONS					% MINORITIES IN EEO (PVS) CENSUS					TOTAL # OF PVSAS	# OF PVSAHS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT CLASS					
	Black	Hisp.	Asian	Nat. Am.	All Min.	Black	Hisp.	Asian	Nat. Am.	All Min.	Black	Hisp.	Asian	Nat. Am.	All Min.		Black	Hisp.	Asian	Nat. Am.	All Min.	Black	Hisp.	Asian	Nat. Am.	All Min.	Black	Hisp.	Asian	Nat. Am.	All Min.	TOTAL ENROLL
1 NEW ENGLAND						5.2	0.1	0.9	1.2	7.4	3.1	0.1	0.1	1.5	5.2	1	0	0	0	0						-	-	-	-	-	-
2 MIDDLE ATLANTIC	17.1	0.0	5.1	0.5	21.7	10.0	0.2	1.1	2.5	14.6	10.6	0.1	0.4	5.3	16.5	6	0	0	0	0						52	0	18	1	43	187
3 EAST NORTH CENTRAL	3.6	0.0	0.0	0.0	3.6	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.3	1.7	11.7	5	0	0	0	0						3	0	0	0	3	126
4 WEST NORTH CENTRAL	44.2	3.2	3.6	0.0	50.0	4.7	2.0	0.8	0.6	8.0	4.3	0.6	0.2	0.8	5.9	7	0	0	0	0						31	3	1	0	48	63
5 SOUTH ATLANTIC	29.5	0.0	0.4	0.0	29.9	16.5	0.2	0.2	1.5	18.8	20.8	0.2	0.2	2.4	23.7	9	1	0	0	1	33	0	0	0	33	52	0	1	0	13	366
6 EAST SOUTH CENTRAL	7.0	0.0	1.6	0.0	9.6	11.9	0.4	0.2	0.1	15.0	30.1	0.1	0.1	0.2	30.5	5	0	0	0	0						5	0	1	0	6	66
7 WEST SOUTH CENTRAL	16.2	2.8	0.6	0.0	19.5	10.0	1.0	1.1	10.8	22.3	15.6	0.6	0.2	12.9	29.3	9	1	0	1	2	(no enrollment data)					46	0	1	0	15	302
8 MOUNTAIN	2.1	2.1	0.0	0.0	4.2	3.8	1.1	1.3	6.2	16.6	3.2	2.8	0.5	12.1	17.5	2	0	0	0	0						1	1	-	-	2	47
9 PACIFIC	4.3	0.0	10.8	0.0	17.1	7.2	0.6	6.6	0.9	21.3	5.7	0.6	4.0	2.5	12.8	3	0	0	0	0						7	0	13	0	19	111
TOTAL	15.9	1.0	2.3	0.1	18.7	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	47	2	0	1	3	33	0	0	0	33	176	11	26	1	219	1149

TABLE 12

MEDICAL RECORD TECHNICIAN (31)

CENSUS DIVISION	% MINORITY EMPLOYED IN THIS OCCUPATION					% MINORITY EMPLOYED IN ALL OCCUPATIONS					% MINORITIES IN EEO (PVS) CENSUS					TOTAL # OF PVSAS	# OF PVSAHS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT CLASS					
	Black	Hisp.	Asian	Nat. Am.	All Min.	Black	Hisp.	Asian	Nat. Am.	All Min.	Black	Hisp.	Asian	Nat. Am.	All Min.		Black	Hisp.	Asian	Nat. Am.	All Min.	Black	Hisp.	Asian	Nat. Am.	All Min.	Black	Hisp.	Asian	Nat. Am.	All Min.	TOTAL ENROLL
1 NEW ENGLAND	0.0	0.0	0.0	0.0	0.0	5.2	0.1	0.9	1.2	7.4	3.1	0.1	0.3	1.5	5.2	4	0	0	0	0						0	0	0	0	0	95
2 MIDDLE ATLANTIC	27.8	0.0	1.4	11.0	40.2	10.0	0.2	1.1	2.5	14.6	10.6	0.1	0.4	5.3	16.5	9	1	0	0	1	51	0	1	26	78	58	0	3	23	84	209
3 EAST NORTH CENTRAL	16.0	0.0	0.9	1.3	19.0	8.6	0.9	0.9	0.9	10.8	9.6	0.1	0.3	1.7	11.7	15	1	0	0	1	36	0	1	1	38	75	0	4	6	85	443
4 WEST NORTH CENTRAL	45.4	1.6	0.0	0.7	37.3	4.7	2.0	0.8	0.4	8.0	4.3	0.6	0.2	0.8	5.9	5	0	0	0	0						35	2	0	1	38	119
5 SOUTH ATLANTIC	29.6	0.0	0.0	5.7	35.4	16.5	0.2	0.2	1.5	18.8	20.8	0.2	0.2	2.4	23.7	9	1	0	0	1	72	0	0	0	72	90	0	0	13	103	227
6 EAST SOUTH CENTRAL	13.7	0.0	0.0	0.0	13.7	11.9	0.4	0.2	0.1	15.0	30.1	0.1	0.1	0.2	30.5	8	0	0	0	0						20	0	0	0	20	204
7 WEST SOUTH CENTRAL	15.0	0.0	0.0	25.7	40.7	10.0	1.1	1.1	10.8	22.3	15.6	0.6	0.2	12.9	29.3	5	0	0	2	2	0	0	0	33	41	21	0	0	36	57	140
8 MOUNTAIN	5.6	26.0	0.0	3.6	35.7	3.8	1.1	1.3	6.2	16.6	3.2	2.8	0.5	12.1	17.5	4	0	0	0	0						3	15	0	2	20	56
9 PACIFIC	2.1	0.0	10.3	0.7	13.0	7.2	0.6	6.6	0.9	21.3	5.7	0.6	4.0	2.5	12.8	13	0	0	0	0						3	0	13	1	19	145
TOTAL	18.8	1.0	1.3	4.9	26.1	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	72	5	0	2	7	167	0	4	59	225	313	17	22	82	494	1663

TABLE 13

OCCUPATIONAL THERAPIST (45)

CENSUS DIVISION	% MINORITY EMPLOYMENT THIS OCCUPATION					% MINORITY EMPLOYMENT ALL OCCUPATIONS					% MINORITIES IN POP. (1970 CENSUS)					TOTAL # OF PROGS.	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL.
1. NEW ENGLAND	2.1	0.0	1.5	2.1	6.1	5.3	0.1	0.9	1.2	7.4	3.3	0.1	0.3	1.5	5.2	3	0	0	0	0					6	0	4	6	16	241
2. MIDDLE ATLANTIC	5.6	0.3	4.6	0.3	10.9	10.6	0.2	1.1	2.5	14.6	10.6	0.1	0.4	5.3	16.5	13	0	0	0	0					31	1	33	1	56	375
3. EAST NORTH CENTRAL	3.8	0.0	0.5	0.2	4.5	9.6	0.4	0.9	0.9	10.8	9.6	0.1	0.3	1.7	11.7	10	0	0	0	0					41	0	6	2	49	1093
4. WEST NORTH CENTRAL	0.6	0.0	1.1	0.6	2.3	4.7	2.0	0.6	0.6	8.0	4.3	0.6	0.3	0.8	5.9	7	0	0	0	0					3	0	6	3	12	530
5. SOUTH ATLANTIC	6.4	0.3	0.3	1.5	8.4	16.5	0.2	0.7	1.5	18.8	20.8	0.2	0.2	2.4	23.7	9	1	0	0	1	7	1	0	2	10	15	1	1	5	23	362
6. EAST SOUTH CENTRAL	12.5	0.0	0.0	0.0	12.5	13.9	0.4	0.7	0.3	15.0	20.1	0.1	0.1	0.3	20.5	1	0	0	0	0						5	0	0	0	5	60
7. WEST SOUTH CENTRAL	5.3	0.9	0.9	0.9	7.9	14.0	1.4	1.1	10.8	27.3	15.6	0.6	0.2	12.9	29.3	7	0	0	1	1	2	0	0	0	2	6	1	1	1	9	114
8. MOUNTAIN	0.0	0.0	4.5	4.5	9.1	3.4	3.1	1.3	6.7	14.6	2.3	2.8	0.5	12.1	17.5	3	0	0	0	0						0	0	1	1	3	33
9. PACIFIC	0.9	0.3	8.1	1.2	6.4	7.3	0.6	0.6	0.9	31.3	5.7	0.6	4.0	3.9	12.8	9	0	0	0	0						3	1	14	4	22	345
TOTAL	3.2	0.1	2.1	0.7	6.2	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	69	1	0	1	2	9	1	0	2	12	110	4	66	23	193	3131

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TABLE 14

OCCUPATIONAL THERAPY ASSISTANT (46)

CENSUS DIVISION	% MINORITY EMPLOYMENT THIS OCCUPATION					% MINORITY EMPLOYMENT ALL OCCUPATIONS					% MINORITIES IN POP. (1970 CENSUS)					TOTAL # OF PROGS.	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL.
1. NEW ENGLAND	0.0	0.0	0.0	0.0	0.0	5.3	0.1	0.9	1.2	7.4	3.3	0.1	0.3	1.5	5.2	3										0	0	0	0	0	66
2. MIDDLE ATLANTIC	11.6	0.0	0.0	5.3	16.9	10.6	0.2	1.1	2.5	14.6	10.6	0.1	0.4	5.3	16.5	6										20	0	0	9	29	172
3. EAST NORTH CENTRAL	12.4	0.3	0.0	0.3	13.0	9.6	0.4	0.9	0.9	10.8	9.6	0.1	0.3	1.7	11.7	9	2	0	0	2	35	0	0	1	36	43	1	0	1	45	347
4. WEST NORTH CENTRAL	0.0	0.0	0.0	0.0	0.0	4.7	2.0	0.6	0.6	8.0	4.3	0.6	0.3	0.8	5.9	3										0	0	0	0	0	58
5. SOUTH ATLANTIC	36.0	0.0	0.0	3.6	39.5	16.5	0.2	0.7	1.5	18.8	20.8	0.2	0.2	2.4	23.7	3	3	0	0	3	14	0	0	1	15	14	0	0	1	15	38
6. EAST SOUTH CENTRAL	43.8	0.0	0.0	0.0	43.8	13.9	0.4	0.7	0.3	15.0	20.1	0.1	0.1	0.3	20.5	1										7	0	0	0	7	16
7. WEST SOUTH CENTRAL	14.3	0.0	0.0	29.2	43.5	14.0	1.4	1.1	10.8	27.3	15.6	0.6	0.2	12.9	29.3	3	0	0	1	1	5	0	0	17	22	8	0	0	19	27	65
8. MOUNTAIN	-	-	-	-	-	3.4	3.1	1.3	6.7	14.6	2.3	2.8	0.5	12.1	17.5	0	0	0	0	0						-	-	-	-	-	-
9. PACIFIC	14.9	0.0	10.0	5.3	30.3	7.3	0.6	6.6	0.9	31.3	5.7	0.6	4.0	3.9	13.8	6	1	0	0	1	26	0	5	10	43	27	0	31	11	69	309
TOTAL	12.3	0.1	2.2	4.2	18.7	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	51	5	0	1	6	80	0	9	29	118	119	1	21	41	82	971

TABLE 15

PHYSICAL THERAPIST (47)

CENSUS DIVISION	% MINORITY EMPLOYMENT THIS OCCUPATION					% MINORITY EMPLOYMENT ALL OCCUPATIONS					% MINORITIES IN PT PROGRAMS					TOTAL # OF PROGRAMS	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT TRENDS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL.
1 NEW ENGLAND	1.6	0.2	0.2	0.9	3.0	5.2	0.1	0.9	1.2	7.4	3.3	0.1	0.2	1.8	5.3	7	0	0	0	0						39	1	5	1	58	633
2 MIDDLE ATLANTIC	4.1	0.0	0.0	0.6	5.4	10.0	0.2	1.1	3.3	14.6	10.6	0.1	0.4	5.1	16.5	30	0	0	0	0						36	0	5	1	42	822
3 EAST NORTH CENTRAL	0.4	0.0	0.3	0.3	1.1	8.6	0.4	0.8	0.9	10.8	9.8	0.1	0.3	1.7	11.7	33	0	0	0	0						32	0	3	1	36	365
4 WEST NORTH CENTRAL	1.0	0.3	0.6	0.1	2.0	4.3	1.0	0.8	0.6	6.8	4.3	0.6	0.3	0.8	5.9	25	0	0	0	0						18	2	3	2	23	291
5 SOUTH ATLANTIC	1.1	0.2	0.4	0.7	2.4	14.5	0.3	0.7	1.3	16.8	30.8	0.3	0.3	2.4	33.3	13	0	0	0	0						30	1	3	1	35	544
6 EAST SOUTH CENTRAL	20.3	0.0	0.0	0.0	20.4	13.9	0.4	0.7	0.3	15.0	30.1	0.1	0.1	0.2	30.5	8	1	0	0	1	49	0	0	0	49	60	0	0	0	60	398
7 WEST SOUTH CENTRAL	6.3	0.0	1.2	3.1	11.6	16.0	1.4	1.1	10.8	27.3	15.6	0.6	0.2	13.0	29.3	9	0	0	1	1	(no enrollment data)					31	0	6	30	67	490
8 MOUNTAIN	0.0	0.0	0.1	0.3	12.3	3.8	3.1	1.1	6.7	14.6	3.3	3.0	0.5	12.1	17.5	3	0	0	0	0						0	0	2	4	6	49
9 PACIFIC	0.6	0.0	3.7	4.0	14.1	7.3	0.8	4.8	0.9	31.1	5.7	0.6	4.0	3.5	13.8	10	0	0	0	0						31	0	36	30	45	455
TOTAL	4.6	0.1	1.1	1.3	7.1	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	110	2	0	1	3	49	0	0	0	49	214	4	50	61	329	4415

TABLE 16

PHYSICAL THERAPY ASSISTANT (48)

CENSUS DIVISION	% MINORITY EMPLOYMENT THIS OCCUPATION					% MINORITY EMPLOYMENT ALL OCCUPATIONS					% MINORITIES IN PT PROGRAMS					TOTAL # OF PROGRAMS	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT TRENDS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL.
1 NEW ENGLAND	0.9	0.0	0.0	0.0	2.6	5.2	0.1	0.9	1.2	7.4	3.3	0.1	0.2	1.8	5.2	3	0	0	0	0						1	1	0	1	3	334
2 MIDDLE ATLANTIC	2.1	0.0	0.0	0.2	2.2	10.0	0.2	1.1	3.3	14.6	10.6	0.1	0.4	5.1	16.5	8	0	0	0	0						3	0	0	1	4	346
3 EAST NORTH CENTRAL	0.2	0.1	0.1	0.1	0.2	8.6	0.4	0.8	0.9	10.8	9.8	0.1	0.2	1.7	11.7	9	0	0	0	0						24	1	3	1	29	298
4 WEST NORTH CENTRAL	0.0	0.0	0.0	7.1	7.1	4.3	1.0	0.8	0.6	6.8	4.3	0.6	0.2	0.8	5.9	3	0	0	0	0						0	0	0	1	1	15
5 SOUTH ATLANTIC	13.0	0.0	0.1	3.4	19.5	14.5	0.3	0.7	1.5	17.0	30.8	0.2	0.3	2.4	33.3	8	1	0	0	1	39	0	0	0	39	47	0	3	0	50	347
6 EAST SOUTH CENTRAL	13.5	0.0	0.0	2.0	17.5	13.9	0.4	0.7	0.3	15.0	30.1	0.1	0.1	0.2	30.5	3	1	0	0	1	9	0	0	0	9	33	0	0	1	34	51
7 WEST SOUTH CENTRAL	14.3	0.0	0.0	10.5	12.7	6.0	1.4	1.1	10.8	27.3	15.6	0.6	0.2	13.0	29.3	5	0	0	1	1	6	0	0	0	16	10	0	0	0	10	55
8 MOUNTAIN						3.8	3.1	1.1	6.7	14.6	3.3	3.0	0.5	12.1	17.5	0	0	0	0	0											
9 PACIFIC	4.0	0.0	3.7	3.4	11.1	7.3	0.8	4.8	0.9	31.1	5.7	0.6	4.0	3.5	13.8	5	0	0	0	0						3	0	4	2	7	61
TOTAL	9.9	0.2	0.9	2.9	12.9	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	42	2	0	1	3	54	0	0	8	62	103	2	4	5	114	1098

TABLE 17

RECREATIONAL THERAPIST (50)

CENSUS DIVISION	% MINORITY EMPLOYMENT THIS OCCUPATION					% MINORITY EMPLOYMENT ALL OCCUPATIONS					% MINORITIES IN FIP, (1970 CENSUS)					TOTAL # OF PROGS.	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Asian	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL
1. NEW ENGLAND	46.7	0.0	7.4	0.0	46.1	5.2	0.1	0.9	1.2	7.4	3.1	0.1	0.3	1.5	5.2	9	0	0	0	0					22	0	4	0	26	54
2. MIDDLE ATLANTIC	1.3	0.0	0.0	0.0	1.3	10.8	0.2	1.1	2.5	14.6	10.6	0.1	0.4	5.3	16.5	6	0	0	0	0					1	0	0	0	1	229
3. EAST NORTH CENTRAL	9.5	0.0	0.0	0.0	9.5	8.6	0.4	0.9	0.9	10.6	9.6	0.1	0.2	1.7	11.7	4	0	0	0	0					2	0	0	0	2	21
4. WEST NORTH CENTRAL	5.3	0.0	0.0	0.0	5.3	4.7	2.0	0.8	0.6	8.9	4.3	0.6	0.2	0.8	5.9	3	0	0	0	0					4	0	0	0	4	75
5. SOUTH ATLANTIC	0.0	0.0	0.0	0.0	0.0	16.5	0.3	0.7	1.5	18.0	20.8	0.2	0.2	2.4	23.7	5	0	0	0	0					0	0	0	0	0	79
6. EAST SOUTH CENTRAL	-	-	-	-	-	13.9	0.4	0.7	0.3	15.0	20.1	0.1	0.1	0.2	20.5	2	0	0	0	0					-	-	-	-	-	-
7. WEST SOUTH CENTRAL	12.7	0.0	0.0	11.1	23.8	14.0	1.4	1.1	10.8	27.2	15.6	0.6	0.2	12.9	29.3	4	1	0	0	1	(no enrollment data)				8	0	0	7	15	61
8. MOUNTAIN	0.0	0.0	0.0	11.1	11.1	3.4	3.1	1.3	6.7	14.6	2.2	2.8	0.5	12.1	17.5	1	0	0	0	0					0	0	0	1	1	9
9. PACIFIC	0.0	0.0	11.4	10.1	29.9	7.2	0.6	6.6	0.9	21.3	5.7	0.6	4.0	2.5	12.8	9	0	0	0	0					32	0	46	41	119	358
TOTAL	7.7	0.0	5.4	5.3	18.3	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	46	1	0	0	1					71	0	50	49	170	928

TABLE 18

RECREATIONAL THERAPY TECHNICIAN (51)

CENSUS DIVISION	% MINORITY EMPLOYMENT THIS OCCUPATION					% MINORITY EMPLOYMENT ALL OCCUPATIONS					% MINORITIES IN FIP, (1970 CENSUS)					TOTAL # OF PROGS.	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Asian	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL
1. NEW ENGLAND	-	-	-	-	-	5.3	0.1	0.9	1.2	7.4	3.1	0.1	0.3	1.5	5.2	3	0	0	0	0					-	-	-	-	-	-
2. MIDDLE ATLANTIC	9.8	0.0	0.0	0.0	9.8	10.8	0.2	1.1	2.5	14.6	10.6	0.1	0.4	5.3	16.5	5	0	0	0	0					8	0	0	0	8	83
3. EAST NORTH CENTRAL	12.9	0.0	0.0	5.1	17.9	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.3	1.7	11.7	2	0	0	0	0					5	0	0	2	7	39
4. WEST NORTH CENTRAL	26.0	0.0	0.0	0.0	26.0	4.7	2.0	0.8	0.6	8.0	4.3	0.6	0.3	0.8	5.9	1	0	0	0	0					6	0	0	0	6	25
5. SOUTH ATLANTIC	16.7	0.0	0.0	0.0	16.7	16.5	0.3	0.7	1.5	18.0	20.8	0.2	0.3	2.4	23.7	4	1	0	0	1	9	0	0	0	9	19	0	0	0	19	139
6. EAST SOUTH CENTRAL						13.9	0.4	0.7	0.3	15.0	20.1	0.1	0.1	0.2	20.5	0	0	0	0	0					-	-	-	-	-	-
7. WEST SOUTH CENTRAL						14.0	1.4	1.1	10.8	27.2	15.6	0.6	0.2	12.9	29.3	0	0	0	0	0					-	-	-	-	-	-
8. MOUNTAIN						3.4	3.1	1.3	6.7	14.6	2.2	2.8	0.5	12.1	17.5	0	0	0	0	0					-	-	-	-	-	-
9. PACIFIC						7.2	0.6	6.6	0.9	21.3	5.7	0.6	4.0	2.5	12.8	1	0	0	0	0					-	-	-	-	-	-
TOTAL	15.3	0.0	0.0	0.7	14.5	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	16	1	0	0	1	9	0	0	0	0	38	0	0	2	40	275

TABLE 19

RESPIRATORY THERAPIST (52)

CENSUS DIVISION	% MINORITY EMPLOYMENT THIS OCCUPATION					% MINORITY EMPLOYMENT ALL OCCUPATIONS					% MINORITIES IN EMP. (PVO) CLASS					TOTAL # OF FIRMS	# OF FIRMS IN MINORITY DISTRICTS				# OF MINORITIES IN MINORITY DISTRICTS					EMPLOYMENT CLASS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL EMPLOYED
1 NEW ENGLAND	2.6	0.0	0.0	0.5	3.2	5.3	0.1	0.9	1.2	7.6	3.1	0.1	0.3	1.5	5.2	8	0	0	0	0						5	0	0	1	6	130
2 MIDDLE ATLANTIC	8.1	0.0	1.1	1.2	10.6	10.6	0.3	1.1	3.5	14.6	10.6	0.1	0.4	3.3	14.5	20	2	0	0	2	38	0	1	0	51	46	0	4	7	59	544
3 EAST NORTH CENTRAL	10.0	0.0	0.7	0.6	11.4	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.3	1.2	11.2	24	1	0	0	1	61	0	0	0	61	201	0	14	6	221	960
4 WEST NORTH CENTRAL	0.3	0.0	1.1	1.1	4.1	4.7	2.0	0.8	0.6	8.0	4.1	0.6	0.3	0.9	5.9	20	0	0	0	0						31	0	3	3	37	369
5 SOUTH ATLANTIC	2.0	0.1	0.6	0.7	11.1	16.5	0.2	0.7	1.5	18.8	20.0	0.2	0.3	1.2	21.7	22	1	0	0	1	109	0	0	1	110	155	1	3	5	164	345
6 EAST SOUTH CENTRAL	7.5	0.0	0.0	0.5	8.1	11.9	0.4	0.3	0.3	13.0	20.1	0.1	0.3	0.3	20.5	0	1	0	0	1	1	0	0	0	1	13	0	0	3	16	197
7 WEST SOUTH CENTRAL	8.9	0.1	0.6	11.6	21.6	14.0	1.0	1.1	10.8	27.1	15.6	0.5	0.3	12.9	29.1	20	1	0	1	2	4	0	0	7	11	29	1	2	41	73	335
8 MOUNTAIN	2.0	0.0	1.1	0.7	13.6	3.4	3.1	1.1	6.7	14.6	3.2	3.0	0.5	13.1	17.5	7	0	0	0	0						3	0	3	11	19	150
9 PACIFIC	2.5	0.7	3.3	0.3	9.7	3.3	0.6	6.6	0.9	21.3	5.7	0.6	6.8	3.5	13.6	21	1	0	0	1	(no enrollment data)					10	3	9	17	39	401
TOTAL	12.6	0.1	1.1	2.5	16.3	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	152	8	0	1	9	167	0	1	8	176	475	5	41	99	615	3774

TABLE 20

RESPIRATORY THERAPY TECHNICIAN (53)

CENSUS DIVISION	% MINORITY EMPLOYMENT THIS OCCUPATION					% MINORITY EMPLOYMENT ALL OCCUPATIONS					% MINORITIES IN EMP. (PVO) CLASS					TOTAL # OF FIRMS	# OF FIRMS IN MINORITY DISTRICTS				# OF MINORITIES IN MINORITY DISTRICTS					EMPLOYMENT CLASS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL EMPLOYED
1 NEW ENGLAND	0.0	0.0	0.0	0.0	0.0	5.2	0.1	0.9	1.2	7.6	3.1	0.1	0.3	1.5	5.2	1	0	0	0	0						0	0	0	0	0	11
2 MIDDLE ATLANTIC	12.1	0.0	3.0	2.0	19.0	10.6	0.3	1.1	3.5	14.6	10.6	0.1	0.4	3.3	14.5	0	2	0	0	2	31	0	3	3	37	35	0	5	3	43	544
3 EAST NORTH CENTRAL	10.0	0.0	0.5	0.5	10.1	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.3	1.2	11.2	33	1	0	0	1	37	0	0	1	38	60	0	3	1	63	319
4 WEST NORTH CENTRAL	0.0	0.0	0.0	0.0	0.0	4.7	2.0	0.8	0.6	8.0	4.1	0.6	0.3	0.9	5.9	2	0	0	0	0						0	0	0	0	0	17
5 SOUTH ATLANTIC	7.0	0.0	0.0	0.0	7.0	16.5	0.2	0.7	1.5	18.8	20.0	0.2	0.3	1.2	21.7	0	0	0	0	0						14	0	0	0	14	178
6 EAST SOUTH CENTRAL	15.0	0.0	0.0	0.0	15.0	11.9	0.4	0.3	0.3	13.0	20.1	0.1	0.3	0.3	20.5	3	0	0	0	0						6	0	0	0	6	83
7 WEST SOUTH CENTRAL	17.0	0.0	3.9	11.3	30.3	14.0	1.0	1.1	10.8	27.1	15.6	0.5	0.3	12.9	29.1	4	0	0	0	0						9	0	1	0	11	53
8 MOUNTAIN						3.4	3.1	1.1	6.7	14.6	3.2	3.0	0.5	13.1	17.5	0	0	0	0	0						-	-	-	-	-	-
9 PACIFIC	5.4	5.1	0.0	1.7	10.2	3.3	0.6	6.6	0.9	21.3	5.7	0.6	6.8	3.5	13.6	3	0	0	0	0						3	3	0	1	6	59
TOTAL	11.2	0.5	1.1	1.7	22.5	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	46	3	0	0	3	53	0	3	3	59	122	3	7	11	143	695

TABLE 21

SPEECH PATHOLOGY/AUDIOLOGY (58)

CENSUS DIVISION	% MINORITY ENROLLMENT THIS OCCUPATION					% MINORITY ENROLLMENT ALL OCCUPATIONS					% MINORITIES IN POP. (1970 CENSUS)					TOTAL # OF PROGS	# OF PROGRAMS IN MINORITY INSTITUTIONS					# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL
1. NEW ENGLAND	11.1	0.0	0.0	2.4	16.5	5.3	0.1	0.9	1.3	7.4	3.3	0.1	0.3	1.5	5.2	9	0	0	0	0							14	0	1	3	18	134
2. MIDDLE ATLANTIC	1.7	0.7	0.5	0.2	3.2	10.0	0.2	1.1	3.5	14.6	10.6	0.1	0.4	5.3	16.5	33	0	0	0	0							7	3	2	1	13	408
3. EAST NORTH CENTRAL	0.9	0.0	1.1	0.4	6.5	0.6	0.4	0.9	0.9	10.0	9.6	0.1	0.2	1.7	11.7	37	0	0	0	0							34	0	4	3	45	696
4. WEST NORTH CENTRAL	1.7	0.0	0.0	0.0	5.4	4.7	3.0	0.0	0.0	8.0	4.3	0.6	0.3	0.8	5.9	16	0	0	0	0							12	0	2	0	14	258
5. SOUTH ATLANTIC	0.9	0.0	0.0	0.1	10.1	16.5	0.2	0.7	1.5	19.0	20.0	0.2	0.2	2.4	23.7	21	1	0	0	1	22	0	0	0	22	69	0	0	1	70	696
6. EAST SOUTH CENTRAL	0.0	1.1	0.0	0.0	9.1	13.9	0.4	0.7	0.3	15.0	30.1	0.1	0.1	0.3	30.5	10	0	0	0	0							6	1	0	0	7	77
7. WEST SOUTH CENTRAL	6.7	0.0	0.2	3.2	9.1	14.0	1.4	1.1	10.8	27.3	15.6	0.6	0.3	12.9	29.3	31	0	0	0	0							28	1	1	17	48	529
8. MOUNTAIN	0.9	0.0	0.3	2.7	4.6	3.4	3.1	1.3	6.7	14.6	2.2	2.8	0.5	12.1	17.5	17	0	0	0	0							3	0	2	6	10	219
9. PACIFIC	3.5	0.0	0.0	3.7	11.1	7.2	0.4	0.6	0.9	31.3	5.7	0.6	4.0	2.5	13.0	19	0	0	0	0							15	0	17	16	48	426
TOTAL	5.4	0.3	1.0	1.9	8.0	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	182	1	0	0	1	182	1	0	0	1	184	9	33	47	273	3431

TABLE 22

SPEECH PATHOLOGY/AUDIOLOGY - PRE-MASTER'S (59)

CENSUS DIVISION	% MINORITY ENROLLMENT THIS OCCUPATION					% MINORITY ENROLLMENT ALL OCCUPATIONS					% MINORITIES IN POP. (1970 CENSUS)					TOTAL # OF PROGS	# OF PROGRAMS IN MINORITY INSTITUTIONS					# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL
1. NEW ENGLAND	2.8	0.0	0.2	0.7	3.7	5.3	0.1	0.9	1.3	7.4	3.3	0.1	0.3	1.5	5.2	10	0	0	0	0							15	0	1	4	20	543
2. MIDDLE ATLANTIC	4.9	0.0	0.0	2.1	7.0	10.0	0.2	1.1	3.5	14.6	10.6	0.1	0.4	5.3	16.5	19	0	0	0	0							61	0	0	26	87	1335
3. EAST NORTH CENTRAL	5.4	0.1	0.3	0.0	6.5	0.6	0.4	0.9	0.9	10.0	9.6	0.1	0.2	1.7	11.7	24	0	0	0	0							63	1	3	9	76	1161
4. WEST NORTH CENTRAL	3.5	0.0	0.0	0.4	3.9	4.7	3.0	0.0	0.0	8.0	4.3	0.6	0.3	0.8	5.9	20	1	0	0	1							18	0	0	2	20	521
5. SOUTH ATLANTIC	16.3	0.0	0.3	0.6	17.2	16.5	0.2	0.7	1.5	19.0	20.0	0.2	0.2	2.4	23.7	13	5	0	0	5	314	0	0	0	314	362	0	2	4	368	721
6. EAST SOUTH CENTRAL	10.3	0.0	0.3	0.3	10.7	13.9	0.4	0.7	0.3	15.0	30.1	0.1	0.1	0.3	30.5	13	1	0	0	1							35	0	1	1	37	345
7. WEST SOUTH CENTRAL	7.5	0.6	0.4	0.8	17.3	14.0	1.4	1.1	10.8	27.2	15.6	0.6	0.2	12.9	29.3	24	0	0	0	0							75	6	4	88	173	1682
8. MOUNTAIN	1.0	1.5	0.1	3.6	6.4	3.4	3.1	1.3	6.7	14.6	2.2	2.8	0.5	12.1	17.5	12	0	0	0	0							4	4	1	14	25	388
9. PACIFIC	11.0	0.0	5.1	6.9	23.1	7.2	0.6	6.6	0.9	31.3	5.7	0.6	4.0	2.5	13.0	20	0	0	0	0							70	0	33	44	147	635
TOTAL	9.2	0.2	0.7	2.9	13.0	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	155	7	0	0	7	214	0	0	0	214	603	13	46	192	853	6551

SECTION II:

Occupational Profiles Arranged by High/Low Award Levels

TABLE 1

MEDICAL/DENTAL SECRETARY (02)

CENSUS DIVISION	% MINORITY ENROLLMENT THIS OCCUPATION					% MINORITY ENROLLMENT ALL OCCUPATIONS					% MINORITIES IN POP. (1970 CENSUS)					TOTAL # OF PROGS.	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asia	Hisp.	All Min.	TOTAL ENROLL
1. NEW ENGLAND	0.9	0.0	0.5	0.0	10.2	5.2	0.1	0.9	1.2	7.4	3.3	0.1	0.3	1.5	5.2	23	0	0	0	0						35	0	2	3	40	394
2. MIDDLE ATLANTIC	15.9	0.0	4.0	20.3	36.2	10.8	0.2	1.1	2.5	14.6	10.6	0.1	0.4	5.3	16.5	37	2	0	1	3	42	0	0	65	107	51	0	6	65	116	320
3. EAST NORTH CENTRAL	10.8	0.0	0.0	0.2	11.7	8.6	0.4	0.0	0.9	10.0	9.6	0.1	0.2	1.7	11.7	23	0	0	0	0						49	0	0	4	53	452
4. WEST NORTH CENTRAL	0.7	0.0	0.0	0.4	1.2	4.7	2.0	0.0	0.6	8.0	4.1	0.6	0.2	0.8	5.9	21	0	1	0	1						2	0	0	1	3	252
5. SOUTH ATLANTIC	1	0.2	0.4	0.4	18.0	16.5	0.2	0.7	1.5	18.8	20.8	0.2	0.3	3.4	33.7	23	2	0	0	2	21	0	0	0	21	84	1	2	2	89	494
6. EAST SOUTH CENTRAL	9.1	0.0	0.0	0.0	9.1	13.9	0.4	0.7	0.3	15.0	20.1	0.1	0.1	0.2	20.5	9	0	0	0	0						10	0	0	0	10	124
7. WEST SOUTH CENTRAL	14.6	2.6	0.5	1.7	19.5	16.0	1.4	1.1	10.8	27.3	15.6	0.6	0.2	12.9	29.3	15	0	0	0	0						24	5	1	7	37	350
8. MOUNTAIN	0.0	0.0	0.0	51.5	51.5	3.4	3.1	1.3	6.7	14.6	2.2	2.8	0.5	12.1	17.5	6	0	0	0	0						0	0	0	17	17	33
9. PACIFIC	0.1	0.4	0.9	12.7	23.3	7.2	0.6	6.6	0.9	21.3	5.7	0.6	4.0	2.5	12.8	15	1	0	0	1						19	1	2	29	51	229
TOTAL	11.0	0.3	0.3	5.1	16.7	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	152	5	1	1	7	63	0	0	65	128	274	7	7	178	416	2989

TABLE 2

MEDICAL OFFICE ASSISTANT (03)

CENSUS DIVISION	% MINORITY ENROLLMENT THIS OCCUPATION					% MINORITY ENROLLMENT ALL OCCUPATIONS					% MINORITIES IN POP. (1970 CENSUS)					TOTAL # OF PROGS.	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asia	Hisp.	All Min.	TOTAL ENROLL
1. NEW ENGLAND	11.0	0.0	0.7	1.7	14.4	5.2	0.1	0.9	1.2	7.4	3.3	0.1	0.3	1.5	5.2	17	0	0	0	0						50	0	2	7	60	418
2. MIDDLE ATLANTIC	1.7	0.1	0.0	0.2	2.0	10.8	0.2	1.1	2.5	14.6	10.6	0.1	0.4	5.3	16.5	19	0	0	0	0						15	1	0	2	18	893
3. EAST NORTH CENTRAL	14.2	0.1	0.1	1.1	15.4	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.2	1.7	11.7	40	2	0	0	2	70	0	0	0	70	171	1	1	13	186	1206
4. WEST NORTH CENTRAL	0.0	0.0	0.0	0.1	0.9	4.7	2.0	0.0	0.6	8.0	4.1	0.6	0.2	0.8	5.9	14	0	0	0	0						10	0	0	1	11	288
5. SOUTH ATLANTIC	13.1	0.6	0.0	0.9	14.6	16.5	0.2	0.7	1.5	18.8	20.8	0.2	0.2	2.4	23.7	17	0	0	0	0						43	2	0	3	48	328
6. EAST SOUTH CENTRAL	13.9	0.0	0.0	0.0	13.9	13.9	0.4	0.7	0.3	15.0	20.1	0.1	0.1	0.2	20.5	5	0	0	0	0						14	0	0	0	14	108
7. WEST SOUTH CENTRAL	10.5	1.9	0.0	22.2	34.6	13.0	1.4	1.1	10.8	27.2	15.6	0.6	0.2	12.9	29.3	7	0	0	0	0						17	3	0	36	56	362
8. MOUNTAIN	1.4	0.0	0.0	0.9	4.4	3.4	3.1	1.3	6.7	14.6	2.2	2.8	0.5	12.1	17.5	5	0	0	0	0						2	0	0	0	2	45
9. PACIFIC	4.4	0.5	5.2	7.4	17.5	7.2	0.6	6.6	0.9	21.3	5.7	0.6	4.0	2.5	12.8	42	1	0	1	4						43	5	50	71	168	961
TOTAL	8.3	0.3	1.2	3.0	12.8	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	186	3	0	1	4	70	0	0	0	70	304	12	54	133	503	4801

TABLE 3

DENTAL LAB TECHNICIAN/TECHNOLOGIST (15)

CENSUS DIVISION	% MINORITY EMPLOYMENT THIS OCCUPATION					% MINORITY EMPLOYMENT ALL OCCUPATIONS					% MINORITIES IN TYP. (1970) CLASSES					TOTAL # OF FIRMS	# OF FIRMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL.
1 NEW ENGLAND	0.0	0.0	0.0	0.0	0.0	5.2	0.1	0.9	1.3	7.4	3.5	0.1	0.3	1.5	5.3	1	0	0	0	0					0	0	0	0	0	0
2 MIDDLE ATLANTIC	0.0	0.0	0.0	3.5	3.5	10.6	0.1	1.1	3.5	16.6	10.6	0.1	0.4	5.1	16.5	3	0	0	0	0					0	0	0	3	3	67
3 EAST NORTH CENTRAL	3.3	0.0	3.1	3.1	9.1	9.6	0.4	0.0	0.9	10.9	9.6	0.1	0.3	1.7	11.7	7	0	0	0	0					31	0	4	3	38	350
4 WEST NORTH CENTRAL	0.0	0.0	0.0	2.9	2.9	5.3	2.6	0.0	0.6	8.6	5.3	0.6	0.3	0.0	5.9	4	0	0	0	0					0	0	0	3	3	104
5 SOUTH ATLANTIC	18.1	0.0	1.6	0.3	19.9	16.5	0.3	0.7	3.5	20.0	20.8	0.3	0.3	2.0	23.3	9	1	0	0	1	16	0	1	0	17	41	0	4	1	46	250
6 EAST SOUTH CENTRAL	3.6	0.0	0.0	1.6	7.0	13.9	0.4	0.7	0.3	15.0	30.1	0.1	0.1	0.3	30.5	3	0	0	0	0						4	0	0	1	5	71
7 WEST SOUTH CENTRAL	7.3	0.0	0.0	25.0	32.7	14.0	1.4	1.1	10.8	27.3	19.5	0.6	0.3	13.0	29.3	3	0	0	1	1	0	0	0	34	34	13	0	1	86	66	130
8 MOUNTAIN	0.0	0.0	0.7	20.0	20.7	3.6	1.1	1.3	6.7	12.6	3.2	1.0	0.5	13.1	17.5	1	0	0	0	0						0	0	1	3	4	35
9 PACIFIC	10.4	0.0	14.4	6.1	31.3	7.3	0.6	6.6	6.9	21.3	9.7	0.6	6.0	3.0	19.4	13	1	0	0	1	16	0	33	19	113	60	0	61	16	137	383
TOTAL	8.1	0.0	5.0	5.6	18.7	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	42	2	0	1	3	52	0	58	53	163	119	0	73	83	275	1471

TABLE 4

EMERGENCY MEDICAL TECHNICIAN (18)

CENSUS DIVISION	% MINORITY EMPLOYMENT THIS OCCUPATION					% MINORITY EMPLOYMENT ALL OCCUPATIONS					% MINORITIES IN TYP. (1970) CLASSES					TOTAL # OF FIRMS	# OF FIRMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL.
1 NEW ENGLAND	0.0	10.0	0.0	0.0	10.0	5.2	0.1	0.9	1.4	7.4	3.5	0.1	0.3	1.5	5.2	3	0	0	0	0						0	1	0	0	1	30
2 MIDDLE ATLANTIC	0.0	0.5	0.0	0.0	3.4	10.6	0.2	1.1	3.5	16.6	10.6	0.1	0.4	5.1	16.5	11	1	0	0	1						2	1	0	0	3	111
3 EAST NORTH CENTRAL	1.1	0.4	0.0	0.7	3.4	9.6	0.4	0.9	0.9	10.9	9.6	0.1	0.3	1.7	11.7	11	0	0	0	0						33	3	0	4	38	330
4 WEST NORTH CENTRAL	0.0	0.0	0.0	0.0	0.0	4.7	2.0	0.0	0.6	8.0	4.3	0.6	0.3	0.0	5.9	12	0	0	0	0						2	0	0	3	4	219
5 SOUTH ATLANTIC	0.3	0.1	0.0	0.5	0.9	16.5	0.3	0.7	3.5	20.0	20.8	0.3	0.3	2.4	23.7	27	2	0	0	2	17	0	0	0	17	47	3	0	7	57	1365
6 EAST SOUTH CENTRAL	0.3	0.0	0.0	0.0	0.4	13.9	0.4	0.7	0.3	15.0	30.1	0.1	0.1	0.3	30.5	11	1	0	0	1	1	0	1	0	3	14	0	1	0	15	264
7 WEST SOUTH CENTRAL	0.0	0.7	0.1	0.7	0.1	14.0	1.4	1.1	10.8	27.2	15.6	0.6	0.3	12.9	29.1	0	0	0	0	0						14	3	1	3	21	350
8 MOUNTAIN	3.0	15.0	0.0	0.7	20.1	3.6	1.1	1.3	6.7	14.6	3.2	1.0	0.5	13.1	17.5	11	0	1	0	1	0	20	0	0	20	0	42	0	35	105	402
9 PACIFIC	11.5	0.3	0.0	0.5	12.4	7.3	0.6	6.6	0.9	21.3	9.7	0.6	6.0	3.5	19.9	45	0	0	0	0						130	9	0	82	221	941
TOTAL	5.9	1.8	0.2	3.0	10.8	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	159	5	1	0	6	18	20	1	0	39	282	81	10	132	445	4473

SECTION III:

Other Occupational Profiles (Not Arranged by Levels of Career or Award)

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TABLE 1

ENVIRONMENTALIST (21)

CENSUS DIVISION	% MINORITY ENROLLMENT THIS OCCUPATION					% MINORITY ENROLLMENT ALL OCCUPATIONS					% MINORITIES IN FTP, (1970 CENSUS)					TOTAL # OF PROGS.	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL.
1- NEW ENGLAND	1.9	0.0	0.0	0.6	2.6	5.2	0.1	0.9	1.3	7.4	3.3	0.1	0.3	1.5	5.2	11	0	0	0	0					3	0	0	1	4	154
2- MIDDLE ATLANTIC	0.1	0.0	1.1	0.9	10.1	10.0	0.2	1.1	3.5	14.6	10.6	0.1	0.4	5.3	16.5	32	0	0	0	0					35	0	5	4	45	445
3- EAST NORTH CENTRAL	1.9	0.1	2.2	0.5	4.9	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.2	1.7	11.7	35	0	0	0	0					7	1	0	2	10	365
4- WEST NORTH CENTRAL	4.5	0.0	0.8	0.0	11.4	4.7	2.0	0.8	0.6	8.0	4.3	0.6	0.3	0.8	5.9	4	0	0	0	0					2	0	1	0	3	44
5- SOUTH ATLANTIC	3.4	0.4	0.4	0.0	4.1	16.5	0.2	0.7	1.5	18.8	20.8	0.2	0.3	2.4	23.7	9	0	0	0	0					9	1	1	0	11	368
6- EAST SOUTH CENTRAL	2.2	0.0	3.2	0.0	5.4	13.9	0.4	0.7	0.1	15.0	20.1	0.1	0.1	0.2	20.5	8	0	0	0	0					2	0	1	0	3	93
7- WEST SOUTH CENTRAL	0.5	2.8	1.2	0.0	12.6	14.0	1.4	1.1	10.8	27.2	13.6	0.6	0.2	12.9	29.3	10	0	0	0	0					31	7	1	0	31	344
8- MOUNTAIN	0.0	0.6	1.8	3.6	6.1	3.4	3.1	1.3	6.7	14.6	3.3	2.8	0.5	13.1	17.5	6	0	0	0	0					0	1	1	6	10	163
9- PACIFIC	4.0	0.0	23.9	2.8	30.7	7.2	0.6	4.6	0.9	31.3	5.7	0.6	4.0	3.5	13.8	13	0	0	0	0					7	0	12	5	34	178
TOTAL	4.4	0.5	3.5	0.9	9.3	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	87	0	0	0	0					87	10	28	18	185	1958

TABLE 2

COMMUNITY PUBLIC HEALTH EDUCATOR (22)

CENSUS DIVISION	% MINORITY ENROLLMENT THIS OCCUPATION					% MINORITY ENROLLMENT ALL OCCUPATIONS					% MINORITIES IN FTP, (1970 CENSUS)					TOTAL # OF PROGS.	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL.
1- NEW ENGLAND	100.0	0.0	0.0	0.0	100.0	5.2	0.1	0.9	1.3	7.4	3.3	0.1	0.3	1.5	5.2	2	0	0	0	0					1	0	0	0	1	1
2- MIDDLE ATLANTIC	22.7	0.0	0.9	7.0	30.6	10.0	0.2	1.1	3.5	14.6	10.6	0.1	0.4	5.3	16.5	36	0	0	0	0					138	0	6	69	213	696
3- EAST NORTH CENTRAL	0.6	0.0	0.9	0.9	10.6	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.2	1.7	11.7	15	0	0	0	0					20	0	2	2	24	331
4- WEST NORTH CENTRAL	7.0	1.8	0.0	0.0	8.8	4.7	2.0	0.8	0.6	8.0	4.3	0.6	0.3	0.8	5.9	5	0	0	0	0					4	1	0	0	5	57
5- SOUTH ATLANTIC	19.1	0.2	1.1	0.5	20.9	16.5	0.2	0.7	1.5	18.8	20.8	0.2	0.3	2.4	23.7	25	7	0	0	2	84	0	0	0	84	159	2	9	4	174	832
6- EAST SOUTH CENTRAL	12.7	0.0	1.5	0.3	15.5	13.9	0.4	0.7	0.1	15.0	20.1	0.1	0.1	0.2	20.5	14	0	0	0	0					45	0	0	1	53	354
7- WEST SOUTH CENTRAL	6.1	0.0	4.1	4.1	14.3	14.0	1.4	1.1	10.8	27.2	13.6	0.6	0.2	12.9	29.3	14	2	0	0	2	0	0	0	0	0	3	0	3	2	7	49
8- MOUNTAIN	3.0	5.7	1.8	14.8	25.1	3.4	3.1	1.3	6.7	14.6	3.3	2.8	0.5	12.1	17.5	8	0	0	0	0					8	16	3	42	71	283
9- PACIFIC	7.9	1.1	7.9	19.2	36.2	7.2	0.6	4.6	0.9	31.3	5.7	0.6	4.0	3.5	13.8	17	0	0	0	0					16	2	14	34	64	177
TOTAL	15.4	0.8	1.8	5.0	22.9	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	87	4	0	0	4	84	0	0	0	84	412	21	47	134	614	2680

TABLE 3

SCHOOL HEALTH EDUCATOR (23)

CENSUS DIVISION	% MINORITY EMPLOYMENT THIS OCCUPATION					% MINORITY EMPLOYMENT ALL OCCUPATIONS					% MINORITIES IN POP. (1970 CENSUS)					TOTAL # OF PROGS	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL
1 NEW ENGLAND	0.0	0.0	0.0	0.0	0.0	3.2	0.1	0.9	1.3	5.4	3.3	0.1	0.3	1.5	5.2	4	0	0	0	0					0	0	0	0	0	311
2 MIDDLE ATLANTIC	17.9	1.4	5.6	10.9	35.7	10.8	0.2	1.1	3.5	16.6	10.6	0.1	0.6	5.3	16.5	30	0	0	0	0					26	4	6	10	46	112
3 EAST NORTH CENTRAL	2.2	0.0	0.0	0.6	2.6	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.2	1.7	11.7	23	0	0	0	0					5	0	0	1	6	320
4 WEST NORTH CENTRAL	5.7	0.4	0.4	0.4	6.4	4.7	1.0	0.6	0.6	6.9	4.3	0.4	0.2	0.8	5.9	6	0	0	0	0					13	1	1	0	15	227
5 SOUTH ATLANTIC	16.5	0.0	0.2	0.0	17.2	16.5	0.2	0.7	1.5	18.6	20.0	0.2	0.3	3.4	23.7	9	1	0	0	1	114	0	0	0	114	100	0	1	0	49	601
6 EAST SOUTH CENTRAL	13.0	0.0	0.0	0.0	13.0	11.9	0.4	0.2	0.1	13.0	20.1	0.1	0.1	0.2	20.5	11	0	0	0	0						28	0	0	0	15	252
7 WEST SOUTH CENTRAL	15.9	6.2	0.0	0.0	22.1	14.0	1.0	1.1	10.0	27.1	15.6	0.4	0.2	12.9	29.3	9	0	0	0	0						92	34	0	0	46	578
8 MOUNTAIN	6.3	2.1	2.0	14.3	22.3	3.0	1.1	1.1	6.7	14.6	2.3	2.0	0.5	12.1	17.5	10	0	0	0	0						13	5	0	24	32	230
9 PACIFIC						7.2	0.6	5.6	0.9	21.3	5.7	0.6	4.0	3.5	13.0	15	0	0	0	0						--	--	--	--	--	--
TOTAL	15.0	1.8	1.3	1.6	17.8	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	109	3	0	0	3	114	0	0	0	114	342	48	35	42	47	2625

TABLE 4

ALLIED HEALTH EDUCATOR (24)

CENSUS DIVISION	% MINORITY EMPLOYMENT THIS OCCUPATION					% MINORITY EMPLOYMENT ALL OCCUPATIONS					% MINORITIES IN POP. (1970 CENSUS)					TOTAL # OF PROGS	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL
1 NEW ENGLAND	1.0	0.0	1.3	6.1	11.4	3.2	0.1	0.9	1.3	5.4	3.3	0.1	0.3	1.5	5.2	4	0	0	0	0						5	0	2	6	13	132
2 MIDDLE ATLANTIC	2.8	0.0	3.1	3.1	10.4	10.8	0.2	1.1	3.5	14.6	10.6	0.1	0.6	5.3	16.5	5	0	0	0	0						7	0	2	1	10	94
3 EAST NORTH CENTRAL	10.2	0.1	1.5	1.9	13.5	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.2	1.7	11.7	9	0	0	0	0						33	1	3	6	43	304
4 WEST NORTH CENTRAL	4.2	0.0	2.1	0.0	6.2	4.7	1.0	0.6	0.6	6.9	4.3	0.4	0.2	0.8	5.9	5	0	0	0	0						2	0	1	0	3	48
5 SOUTH ATLANTIC	1.0	0.0	0.2	0.0	1.0	16.5	0.2	0.7	1.5	18.6	20.0	0.2	0.3	3.4	23.7	12	0	0	0	0						1	0	0	0	1	56
6 EAST SOUTH CENTRAL	2.2	0.0	1.3	0.0	0.0	13.9	0.4	0.2	0.1	13.0	20.1	0.1	0.1	0.2	20.5	7	0	0	0	0						6	0	1	0	7	76
7 WEST SOUTH CENTRAL	0.2	0.0	1.9	0.6	10.0	14.0	1.0	1.1	10.0	27.1	15.6	0.4	0.2	12.9	29.3	9	0	0	0	0						13	0	3	1	17	150
8 MOUNTAIN	0.0	0.0	0.0	0.0	0.0	3.0	1.1	1.1	6.7	14.6	2.3	2.0	0.5	12.1	17.5	1	0	0	0	0						0	0	0	0	0	1
9 PACIFIC	0.0	0.0	0.0	0.0	0.0	7.2	0.6	5.6	0.9	21.3	5.7	0.6	4.0	3.5	13.0	4	0	0	0	0						0	0	0	0	0	0
TOTAL	2.2	0.1	1.5	1.7	10.6	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	56	0	0	0	0						67	1	14	16	98	926

TABLE 5

PSYCHIATRIC TECHNICIAN (35)

CENSUS DIVISION	% MINORITY EMPLOYMENT THIS OCCUPATION					% MINORITY EMPLOYMENT ALL OCCUPATIONS					% MINORITIES IN POP. (1970 CENSUS)					TOTAL # OF PROGS.	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL
1. NEW ENGLAND	-	-	-	-	-	5.2	0.1	0.9	1.2	7.4	3.3	0.1	0.3	1.5	5.2	0	0	0	0	0						-	-	-	-	-	-
2. MIDDLE ATLANTIC	-	-	-	-	-	10.8	0.2	1.1	2.5	14.6	10.6	0.1	0.4	5.3	16.5	0	0	0	0	0						-	-	-	-	-	-
3. EAST NORTH CENTRAL	-	-	-	-	-	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.2	1.7	11.7	0	0	0	0	0						-	-	-	-	-	-
4. WEST NORTH CENTRAL	12.2	0.0	0.0	0.1	16.3	4.2	2.0	0.0	0.6	8.0	4.3	0.6	0.2	0.8	5.9	3	0	0	0	0						6	0	0	2	8	49
5. SOUTH ATLANTIC	40.0	0.0	0.0	0.0	30.0	16.5	0.2	0.7	1.5	18.0	20.8	0.2	0.3	2.4	23.7	1	0	0	0	0						4	0	0	0	4	30
6. EAST SOUTH CENTRAL	-	-	-	-	-	13.9	0.4	0.7	0.3	15.0	20.1	0.1	0.1	0.2	20.5	0	0	0	0	0						-	-	-	-	-	-
7. WEST SOUTH CENTRAL	-	-	-	-	-	16.0	1.4	1.1	10.8	27.3	15.6	0.6	0.2	12.9	29.3	0	0	0	0	0						-	-	-	-	-	-
8. MOUNTAIN	0.0	1.1	0.0	0.0	3.1	3.6	3.1	1.1	6.7	14.6	3.3	2.0	0.5	12.1	17.5	2	0	0	0	0						0	1	0	0	1	32
9. PACIFIC	3.2	0.7	1.2	13.1	16.3	7.2	0.6	0.6	0.9	21.3	5.7	0.6	0.0	3.5	12.0	1	0	0	0	0						9	3	8	49	64	484
TOTAL	3.8	0.8	1.0	10.0	15.6	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	15	0	0	0	0						19	4	5	51	79	505

TABLE 6

NURSE AIDE/ORDERLY (36)

CENSUS DIVISION	% MINORITY EMPLOYMENT THIS OCCUPATION					% MINORITY EMPLOYMENT ALL OCCUPATIONS					% MINORITIES IN POP. (1970 CENSUS)					TOTAL # OF PROGS.	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL
1. NEW ENGLAND	0.0	0.0	0.0	0.0	0.0	5.2	0.1	0.9	1.2	7.4	3.3	0.1	0.3	1.5	5.2	3	0	0	0	0						0	0	0	0	0	32
2. MIDDLE ATLANTIC	-	-	-	-	-	10.8	0.2	1.1	2.5	14.6	10.6	0.1	0.4	5.3	16.5	0	0	0	0	0						-	-	-	-	-	-
3. EAST NORTH CENTRAL	2.3	0.0	0.0	0.2	3.5	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.2	1.7	11.7	28	0	0	0	0						32	0	0	1	33	430
4. WEST NORTH CENTRAL	0.9	0.0	0.3	0.0	1.1	4.2	2.0	0.0	0.6	8.0	4.3	0.6	0.2	0.8	5.9	10	0	0	0	0						6	0	1	0	7	648
5. SOUTH ATLANTIC	40.0	1.0	0.5	0.5	50.7	16.5	0.2	0.7	1.5	18.0	20.8	0.2	0.2	2.4	23.7	37	3	0	0	3	32	0	0	0	32	295	11	3	3	312	615
6. EAST SOUTH CENTRAL	-	-	-	-	-	13.9	0.4	0.2	0.3	15.0	20.1	0.1	0.1	0.2	20.5	6	0	0	0	0						-	-	-	-	-	-
7. WEST SOUTH CENTRAL	15.7	2.0	0.3	51.6	71.7	16.0	1.4	1.1	10.8	27.3	15.6	0.6	0.2	12.9	29.3	18	0	0	1	1	7	0	0	54	61	54	7	1	184	246	343
8. MOUNTAIN	1.1	1.1	0.6	11.6	16.4	3.6	3.1	1.1	6.7	14.6	3.3	2.0	0.5	12.1	17.5	15	0	0	0	0						2	2	1	21	26	181
9. PACIFIC	5.3	1.4	2.7	10.4	19.7	7.2	0.6	0.6	0.9	21.3	5.7	0.6	0.0	3.5	12.0	35	1	0	0	1						19	5	10	38	72	365
TOTAL	15.6	1.0	0.6	9.4	26.5	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	159	4	0	3	7	29	0	0	54	83	408	25	16	247	696	2622

TABLE 7

OPERATING ROOM TECHNICIAN (38)

CENSUS DIVISION	% minority employment this occupation					% minority employment all occupations					% minorities in occ. (FWI) clerks					Total # of firms	# of firms in minority institutions				# of minorities in minority institutions					Libraries clerks					
	black	Nat. Am.	Asian	Hisp.	All Min.	black	Nat. Am.	Asian	Hisp.	All Min.	black	Nat. Am.	Asian	Hisp.	All Min.		black	Nat. Am.	Hisp.	All Min.	black	Nat. Am.	Asian	Hisp.	All Min.	black	Nat. Am.	Asian	Hisp.	All Min.	Total Libraries
1 NEW ENGLAND	2.6	0.0	0.0	2.5	5.1	5.2	0.1	0.9	1.2	7.4	3.1	0.1	0.2	1.5	5.2	2	0	0	0	0						6	0	0	2	0	78
2 MIDDLE ATLANTIC	4.2	0.0	0.0	0.0	4.2	10.8	0.2	1.1	2.5	14.6	10.6	0.1	0.4	5.3	16.5	7	0	0	0	0						4	1	0	1	1	134
3 EAST NORTH CENTRAL	1.0	0.1	0.0	0.0	1.1	9.6	0.1	0.9	0.9	10.0	9.6	0.1	0.2	1.7	11.7	21	1	0	0	1	21	0	0	0	21	40	1	0	2	43	333
4 WEST NORTH CENTRAL	0.0	0.0	0.0	0.0	0.0	0.7	2.0	0.0	0.6	0.0	0.1	0.6	0.2	0.0	5.9	0	0	0	0	0						1	0	1	0	1	129
5 SOUTH ATLANTIC	10.0	0.0	0.0	2.2	12.2	16.5	0.2	0.7	1.5	19.0	20.0	0.2	0.2	2.0	22.7	19	0	0	0	0						35	0	0	7	42	263
6 EAST SOUTH CENTRAL	0.0	0.0	0.0	0.0	0.0	13.0	0.4	0.7	0.3	15.0	30.1	0.1	0.1	0.2	30.5	4	0	0	0	0						19	0	0	0	19	59
7 WEST SOUTH CENTRAL	22.0	0.0	0.0	24.0	46.0	14.0	1.0	1.1	10.0	27.3	15.6	0.6	0.2	12.9	29.1	14	0	0	2	2	10	0	1	25	36	40	1	1	43	87	127
8 MOUNTAIN	2.9	0.0	0.0	10.0	12.9	3.6	3.1	1.3	6.7	14.6	3.3	3.0	0.5	12.1	17.5	5	0	0	0	0						2	0	0	7	9	70
9 PACIFIC	0.0	0.0	7.2	0.0	11.1	7.2	0.6	6.6	0.9	21.3	5.2	0.6	4.0	2.5	12.8	4	1	0	0	1	(no enrollment data)					0	0	1	4	5	65
TOTAL	12.2	0.2	0.2	5.1	17.8	10.1	0.7	1.6	5.1	15.5	11.1	0.4	0.8	5.3	17.6	89	2	0	2	4	31	0	1	25	57	157	3	3	66	230	1289

TABLE 8

RADIOGRAPHER (44)

CENSUS DIVISION	% minority employment this occupation					% minority employment all occupations					% minorities in occ. (FWI) clerks					Total # of firms	# of firms in minority institutions				# of minorities in minority institutions					Libraries clerks					
	black	Nat. Am.	Asian	Hisp.	All Min.	black	Nat. Am.	Asian	Hisp.	All Min.	black	Nat. Am.	Asian	Hisp.	All Min.		black	Nat. Am.	Hisp.	All Min.	black	Nat. Am.	Asian	Hisp.	All Min.	black	Nat. Am.	Asian	Hisp.	All Min.	Total Libraries
1 NEW ENGLAND	3.9	0.0	0.0	0.0	3.9	5.2	0.1	0.9	1.2	7.4	3.1	0.1	0.2	1.5	5.2	11	0	0	0	0						33	0	3	3	37	617
2 MIDDLE ATLANTIC	14.0	0.1	0.5	1.5	16.5	10.8	0.2	1.1	2.5	14.6	10.6	0.1	0.4	5.3	16.5	39	1	0	1	4	18	0	1	5	44	111	1	4	8	124	752
3 EAST NORTH CENTRAL	2.2	0.0	0.2	1.1	9.4	8.6	0.4	0.9	0.9	10.0	9.6	0.1	0.2	1.7	11.7	46	0	0	0	0						86	0	3	15	103	1118
4 WEST NORTH CENTRAL	2.4	1.0	0.0	0.4	9.5	4.3	2.0	0.0	0.6	0.0	0.1	0.6	0.2	0.0	5.9	19	0	1	0	1	(no enrollment data)					31	2	1	1	37	265
5 SOUTH ATLANTIC	9.9	0.0	0.2	1.0	11.0	16.5	0.2	0.7	1.5	19.0	20.0	0.2	0.2	2.0	22.7	84	2	0	0	2	42	0	0	0	46	120	0	0	15	141	1317
6 EAST SOUTH CENTRAL	15.0	0.0	0.2	0.0	16.1	13.0	0.4	0.7	0.3	15.0	30.1	0.1	0.1	0.2	30.5	30	1	0	0	1	10	0	0	0	10	69	0	2	3	74	460
7 WEST SOUTH CENTRAL	2.9	0.0	0.1	14.0	25.7	14.0	1.1	1.1	10.0	27.3	15.6	0.6	0.2	12.9	29.1	30	0	0	2	2	7	1	0	48	56	79	6	2	118	205	799
8 MOUNTAIN	2.2	1.6	1.3	7.8	12.2	3.6	3.1	1.3	6.7	14.6	3.3	3.0	0.5	12.1	17.5	20	0	0	0	0						20	10	0	45	81	645
9 PACIFIC	7.0	0.7	6.0	2.4	15.9	7.2	0.6	6.6	0.9	21.3	5.2	0.6	4.0	2.5	12.8	11	1	0	0	1	(no enrollment data)					30	0	67	82	177	1111
TOTAL	7.7	0.9	1.4	4.1	15.6	10.1	0.7	1.6	5.1	15.5	11.1	0.4	0.8	5.3	17.6	267	7	1	3	11	108	1	1	53	158	538	29	97	289	953	6989

TABLE 9

ART/DANCE/MUSIC THERAPIST (49)

CENSUS DIVISION	% MINORITY ENROLLMENT THIS OCCUPATION					% MINORITY ENROLLMENT ALL OCCUPATIONS					% MINORITIES IN POP. (1970 CENSUS)					TOTAL # OF PROGS.	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL.
1- NEW ENGLAND	-	-	-	-	-	5.2	0.1	0.9	1.2	7.4	3.3	0.1	0.3	1.5	5.2		0	0	0	0						-	-	-	-	-	-
2- MIDDLE ATLANTIC	0.0	0.0	2.0	0.0	0.0	10.0	0.3	1.1	2.5	14.6	10.6	0.1	0.4	5.3	16.5	3	0	0	0	0						6	0	2	0	8	100
3- EAST NORTH CENTRAL	1.0	0.0	0.3	0.6	2.7	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.2	1.7	11.7	9	0	0	0	0						6	0	1	2	9	314
4- WEST NORTH CENTRAL	7.9	0.0	0.0	1.1	9.0	6.7	2.0	0.8	0.6	8.0	4.3	0.6	0.2	0.8	5.9	5	1	0	0	1	3	0	0	0	3	7	0	0	1	8	89
5- SOUTH ATLANTIC	0.6	0.0	0.0	0.0	0.6	16.5	0.2	0.7	1.5	18.0	20.8	0.2	0.2	2.4	23.7	10	0	0	0	0						10	0	0	0	10	228
6- EAST SOUTH CENTRAL	33.3	0.0	0.0	66.7	100.0	13.9	0.6	0.7	0.3	15.0	20.1	0.1	0.1	0.2	20.5	1	0	0	0	0						1	0	0	2	3	3
7- WEST SOUTH CENTRAL	-	-	-	-	-	16.0	1.4	1.1	10.8	27.3	15.6	0.6	0.2	12.9	29.3	0	0	0	0	0						-	-	-	-	-	-
8- MOUNTAIN	-	-	-	-	-	3.6	3.1	1.3	6.7	14.6	2.2	2.0	0.5	12.1	17.5	1	0	0	0	0						-	-	-	-	-	-
9- PACIFIC	33.3	0.0	2.8	0.0	36.1	7.2	0.6	6.6	0.9	21.3	5.7	0.6	4.0	2.5	12.8	4	0	0	0	0						36	0	3	0	39	108
TOTAL	7.7	0.0	0.7	0.6	8.9	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	34	1	0	0	1	3	0	0	0	3	66	0	6	5	77	862

TABLE 10

ALCOHOL/DRUG ABUSE SPECIALIST (54)

CENSUS DIVISION	% MINORITY ENROLLMENT THIS OCCUPATION					% MINORITY ENROLLMENT ALL OCCUPATIONS					% MINORITIES IN POP. (1970 CENSUS)					TOTAL # OF PROGS.	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL.
1- NEW ENGLAND	0.0	3.1	0.0	0.0	3.1	5.2	0.1	0.9	1.2	7.4	3.3	0.1	0.3	1.5	5.2	2	0	0	0	0						0	1	0	0	1	32
2- MIDDLE ATLANTIC	11.0	0.0	0.0	0.0	11.0	10.0	0.3	1.1	2.5	14.6	10.6	0.1	0.4	5.3	16.5	2	0	0	0	0						8	0	0	0	8	50
3- EAST NORTH CENTRAL	15.0	0.0	5.0	0.0	20.0	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.2	1.7	11.7	1	0	0	0	0						3	0	1	0	4	20
4- WEST NORTH CENTRAL	6.7	34.2	0.0	3.2	44.3	6.7	2.0	0.8	0.6	8.0	4.3	0.6	0.2	0.8	5.9	4	0	0	0	0						22	108	0	10	140	316
5- SOUTH ATLANTIC	51.8	0.0	0.0	0.0	51.8	16.5	0.2	0.7	1.5	18.0	20.8	0.2	0.2	2.4	23.7	1	0	0	0	0						14	0	0	0	14	26
6- EAST SOUTH CENTRAL	-	-	-	-	-	13.9	0.6	0.7	0.3	15.0	20.1	0.1	0.1	0.2	20.5	0	0	0	0	0						-	-	-	-	-	-
7- WEST SOUTH CENTRAL	-	-	-	-	-	16.0	1.4	1.1	10.8	27.3	15.6	0.6	0.2	12.9	29.3	0	0	0	0	0						-	-	-	-	-	-
8- MOUNTAIN	-	-	-	-	-	3.6	3.1	1.3	6.7	14.6	2.2	2.0	0.5	12.1	17.5	0	0	0	0	0						-	-	-	-	-	-
9- PACIFIC	2.9	1.1	0.5	1.4	11.0	7.2	0.6	6.6	0.9	21.3	5.7	0.6	4.0	2.5	12.8	3	0	0	0	0						17	7	1	3	28	215
TOTAL	10.0	17.4	0.3	1.9	29.2	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	13	0	0	0	0						64	116	2	13	195	667

TABLE 11

REHABILITATION COUNSELOR (57)

CENSUS DIVISION	% MINORITY EMPLOYED IN THIS OCCUPATION					% MINORITY EMPLOYED IN ALL OCCUPATIONS					% MINORITIES IN REP. (PWD) GROUPS					TOTAL # OF PERSONS	# OF PERSONS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT CLASS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL.
1 NEW ENGLAND	10.3	0.0	0.0	2.6	12.9	5.1	0.1	0.9	1.4	7.4	5.1	0.1	0.3	1.5	5.1	3	0	0	0	0						0	0	0	2	30	56
2 MIDDLE ATLANTIC	7.1	0.0	0.4	2.5	10.0	10.0	0.3	1.1	3.5	14.6	10.4	0.1	0.4	5.3	16.5	9	0	0	0	0						17	0	1	6	21	240
3 EAST NORTH CENTRAL	9.3	0.6	0.3	2.1	12.3	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.3	1.7	11.7	13	1	0	0	1	22	0	0	0	22	33	5	3	14	95	777
4 WEST NORTH CENTRAL	11.1	0.0	0.0	2.8	13.9	4.3	3.0	0.8	0.6	8.8	4.3	0.6	0.3	0.8	5.9	1	0	0	0	0						4	0	0	1	5	36
5 SOUTH ATLANTIC	13.9	0.2	0.6	0.9	15.6	16.5	0.2	0.7	1.5	18.8	20.8	0.3	0.3	1.8	23.3	11	0	0	0	0						75	1	1	5	61	530
6 EAST SOUTH CENTRAL	11.1	0.0	0.0	0.0	11.1	11.9	0.6	0.7	0.3	15.0	20.1	0.1	0.1	0.2	20.5	3	0	0	0	0						15	0	0	0	15	135
7 WEST SOUTH CENTRAL	13.5	10.9	1.6	1.6	25.7	14.0	1.6	1.1	10.6	27.2	15.6	0.6	0.3	13.9	30.3	7	0	0	0	0						21	20	1	1	47	181
8 MOUNTAIN	7.1	10.2	0.0	5.1	22.9	3.6	3.3	1.3	6.7	14.6	3.2	2.0	0.5	12.1	17.5	5	0	0	0	0						10	25	0	11	56	245
9 PACIFIC	6.4	0.6	3.1	3.9	20.1	7.3	0.6	4.6	0.9	21.1	5.7	0.6	4.0	3.5	13.8	5	0	0	0	0						20	2	12	14	48	337
TOTAL	10.2	2.2	0.9	2.5	15.7	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	57	1	0	0	1	22	0	0	0	22	250	53	21	60	591	2947

TABLE 12

SPECIAL EDUCATION TEACHER (25)

CENSUS DIVISION	% MINORITY EMPLOYED IN THIS OCCUPATION					% MINORITY EMPLOYED IN ALL OCCUPATIONS					% MINORITIES IN REP. (PWD) GROUPS					TOTAL # OF PERSONS	# OF PERSONS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT CLASS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL.
1 NEW ENGLAND	7.5	0.0	1.4	1.7	10.6	5.1	0.1	0.9	1.2	7.4	5.1	0.1	0.3	1.5	5.1	62	0	0	0	0						140	0	47	11	198	1871
2 MIDDLE ATLANTIC	7.6	0.0	0.1	2.9	10.6	10.0	0.3	1.1	3.5	14.6	10.4	0.1	0.4	5.3	16.5	65	0	0	1	1	(No enrollment data)					113	0	3	43	156	1670
3 EAST NORTH CENTRAL	7.7	0.1	0.0	0.9	7.5	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.3	1.7	11.7	63	0	0	0	0						136	3	17	30	156	2686
4 WEST NORTH CENTRAL	13.3	3.0	1.8	0.5	20.8	4.3	3.0	0.8	0.6	8.8	4.1	0.6	0.2	0.8	5.9	61	0	0	0	0						176	25	15	5	31	825
5 SOUTH ATLANTIC	17.5	0.0	0.2	0.2	18.2	16.5	0.2	0.7	1.5	18.8	20.8	0.2	0.3	1.8	23.3	63	6	0	0	6	45	0	0	0	45	140	0	2	2	133	923
6 EAST SOUTH CENTRAL	3.8	0.0	0.0	0.0	3.8	11.9	0.6	0.7	0.3	15.0	20.1	0.1	0.1	0.2	20.5	20	1	0	0	1						12	0	0	2	14	154
7 WEST SOUTH CENTRAL	15.7	5.0	0.5	2.5	23.7	14.0	1.6	1.1	10.6	27.2	15.6	0.6	0.2	13.9	30.3	68	3	0	0	3	170	0	0	0	170	297	14	5	104	420	1434
8 MOUNTAIN	0.0	0.0	0.0	0.0	0.0	3.6	3.3	1.3	6.7	14.6	3.2	2.0	0.5	12.1	17.5	16	0	0	0	0						0	0	0	0	0	63
9 PACIFIC	8.7	0.2	0.6	0.9	10.5	7.3	0.6	4.6	0.9	21.1	5.7	0.6	4.0	3.5	13.8	19	0	0	0	0						20	1	20	49	70	424
TOTAL	11.0	0.5	1.0	2.5	15.0	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	517	9	0	1	10	215	0	0	0	215	1041	43	93	298	1417	9976

TABLE 13

MEDICAL SOCIAL WORKER (56)

CENSUS DIVISION	% MINORITY EMPLOYMENT THIS OCCUPATION					% MINORITY EMPLOYMENT ALL OCCUPATIONS					% MINORITIES IN POP. (1970 CENSUS)					TOTAL # OF PROGS.	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL
1. NEW ENGLAND	4.5	0.0	0.0	0.0	4.5	5.2	0.1	0.9	1.2	7.4	3.2	0.1	0.3	1.8	5.2	1	0	0	0	0						1	0	0	1	1	22
2. MIDDLE ATLANTIC	-	-	-	-	-	10.0	0.2	1.5	2.5	14.6	10.6	0.1	0.4	5.3	16.5	1	0	0	0	0						-	-	-	-	-	-
3. EAST NORTH CENTRAL	5.2	0.6	0.6	2.0	9.1	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.2	1.7	11.7	5	0	0	0	0						28	3	1	15	49	541
4. WEST NORTH CENTRAL	-	-	-	-	-	4.7	1.0	0.8	0.6	8.0	4.3	0.6	0.2	0.8	5.9	0	0	0	0	0						-	-	-	-	-	-
5. SOUTH ATLANTIC	10.2	0.0	0.0	0.0	10.2	16.5	0.2	0.7	1.5	18.8	20.8	0.2	0.2	2.4	23.7	1	0	0	0	0						20	0	0	0	20	110
6. EAST SOUTH CENTRAL	16.7	0.0	0.0	0.0	16.7	13.9	0.4	0.7	0.3	15.0	20.1	0.1	0.1	0.3	20.5	1	0	0	0	0						3	0	0	0	3	18
7. WEST SOUTH CENTRAL	-	-	-	-	-	16.0	1.4	1.1	10.0	27.2	15.6	0.6	0.2	12.9	29.3	0	0	0	0	0						-	-	-	-	-	-
8. MOUNTAIN	0.0	0.0	0.0	0.0	0.0	3.6	3.1	1.3	6.7	14.6	2.2	2.0	0.5	12.1	17.5	1	0	0	0	0						0	0	0	0	0	0
9. PACIFIC	12.0	0.7	9.9	8.5	31.3	7.2	0.6	6.6	0.8	21.3	9.7	0.6	4.0	3.5	17.8	3	0	0	0	0						52	3	41	37	133	433
TOTAL	9.2	0.5	4.1	4.6	18.4	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	12	0	0	0	0						104	6	46	52	208	1132

TABLE 14

HEALTH ADMINISTRATION (01)
(ASSOCIATE AND BACCALAUREATE LEVELS)

CENSUS DIVISION	% MINORITY GRADUATES IN THIS OCCUPATION					% MINORITY GRADUATES IN ALL OCCUPATIONS					% MINORITIES IN POP. (1970 CENS)					TOTAL # OF PROGS	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL
1 NEW ENGLAND	3.3	0.0	0.0	3.3	6.7	5.2	0.1	0.9	1.3	7.6	3.3	0.1	0.3	1.5	5.2	0	0	0	0	0						9	0	0	5	10	215
2 MIDDLE ATLANTIC	51.3	0.0	0.3	0.3	51.6	10.8	0.3	1.1	3.5	16.6	10.6	0.1	0.4	5.3	16.5	11	1	0	0	1	0	0	0	0	0	494	0	3	3	500	966
3 EAST NORTH CENTRAL	19.4	0.0	1.5	0.7	21.6	8.6	0.2	0.5	0.9	10.0	9.6	0.1	0.3	1.7	11.7	7	0	0	0	0						26	0	4	1	29	134
4 WEST NORTH CENTRAL	2.6	0.0	0.0	0.0	2.6	4.7	2.9	0.8	0.6	9.0	4.3	0.6	0.2	0.8	5.9	0	0	0	0	0						5	0	0	0	5	194
5 SOUTH ATLANTIC	8.3	0.0	0.0	1.0	9.3	16.5	0.2	0.7	1.5	18.8	30.8	0.3	0.3	2.6	33.7	0	0	0	0	0						8	0	0	1	9	97
6 EAST SOUTH CENTRAL	48.5	0.0	0.0	0.0	48.5	11.9	0.4	0.3	0.3	13.0	30.1	0.1	0.1	0.2	30.5	4	3	0	0	1	44	0	0	0	44	49	0	0	0	49	110
7 WEST SOUTH CENTRAL	3.8	3.8	0.0	29.0	36.5	14.01	1.4	1.1	10.8	27.3	15.6	0.6	0.3	12.9	29.3	0	0	0	1	1	(no enrollment data)					4	4	0	30	34	104
8 MOUNTAIN	0.0	66.0	0.0	0.0	66.0	3.6	3.1	1.3	6.7	14.6	3.3	3.8	0.5	13.1	17.5	4	0	0	0	0						0	17	0	0	17	21
9 PACIFIC	7.1	7.1	1.8	3.6	29.0	7.2	0.6	4.6	0.9	21.3	5.7	0.6	4.0	3.5	13.8	2	0	0	0	0						6	4	1	3	11	55
TOTAL	31.4	1.3	0.5	2.2	35.2	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	58	3	0	1	4	52	0	0	0	52	595	25	6	42	668	1896

TABLE 15

HEALTH ADMINISTRATION (01)
(GRADUATE LEVEL)

CENSUS DIVISION	% MINORITY GRADUATES IN THIS OCCUPATION					% MINORITY GRADUATES IN ALL OCCUPATIONS					% MINORITIES IN POP. (1970 CENS)					TOTAL # OF PROGS	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL
1 NEW ENGLAND	9.1	0.0	0.0	0.0	9.1	5.2	0.1	0.9	1.3	7.6	3.3	0.1	0.3	1.5	5.2	1	0	0	0	0						1	0	0	0	1	31
2 MIDDLE ATLANTIC	1.9	0.0	0.0	0.5	3.0	10.8	0.3	1.1	3.5	16.6	10.6	0.1	0.4	5.3	16.5	10	0	0	0	0						7	0	1	1	9	180
3 EAST NORTH CENTRAL	16.0	0.0	0.6	0.9	16.1	8.6	0.4	0.5	0.9	10.8	9.6	0.1	0.3	1.7	11.7	9	0	0	0	0						61	0	2	3	66	327
4 WEST NORTH CENTRAL	9.9	0.0	0.0	0.8	10.7	4.7	2.9	0.8	0.6	9.0	4.3	0.6	0.2	0.8	5.9	3	0	0	0	0						12	0	0	1	13	121
5 SOUTH ATLANTIC	0.6	0.0	0.5	0.0	1.0	16.5	0.2	0.7	1.5	18.8	30.8	0.3	0.3	2.6	33.7	11	0	0	0	0						30	0	2	0	32	314
6 EAST SOUTH CENTRAL	0.5	0.0	0.0	0.0	0.5	11.9	0.4	0.3	0.3	13.0	30.1	0.1	0.1	0.2	30.5	3	0	0	0	0						6	0	0	0	6	92
7 WEST SOUTH CENTRAL	3.5	11.7	0.0	0.0	17.4	14.0	1.4	1.1	10.8	27.3	15.6	0.6	0.3	12.9	29.3	4	0	0	0	0						7	15	0	0	22	130
8 MOUNTAIN	0.0	0.0	0.0	0.0	0.0	3.6	3.1	1.3	6.7	14.6	3.3	3.8	0.5	12.1	17.5	3	0	0	0	0						0	0	0	2	2	43
9 PACIFIC	45.6	0.0	5.0	2.2	52.7	7.2	0.6	4.6	0.9	21.3	5.7	0.6	4.0	3.5	13.8	4	0	0	0	0						40	1	9	13	63	156
TOTAL	12.7	1.2	1.0	1.4	16.3	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	48	0	0	0	0						174	16	14	19	225	1371

TABLE 16

HUMAN SERVICES/MENTAL HEALTH TECHNOLOGIST (33)
(CERTIFICATE AND ASSOCIATE LEVELS)

CENSUS DIVISION	% MINORITY ENROLLMENT THIS OCCUPATION					% MINORITY ENROLLMENT ALL OCCUPATIONS					% MINORITIES IN POP. (1970 CENSUS)					TOTAL # OF PROGS.	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL
1- NEW ENGLAND	5.4	0.0	0.2	2.0	7.7	5.2	0.1	0.9	1.3	7.4	3.3	0.1	0.3	1.5	5.2	17	0	0	0	0	-					22	0	1	8	31	405
2- MIDDLE ATLANTIC	24.5	0.1	0.2	5.8	30.5	10.8	0.2	1.1	2.5	14.6	10.6	0.1	0.4	5.3	16.5	38	2	0	0	2	168	1	1	42	212	230	1	2	56	297	973
3- EAST NORTH CENTRAL	24.1	0.2	1.1	2.1	27.7	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.3	1.7	11.7	14	0	0	0	0						127	1	6	12	147	528
4- WEST NORTH CENTRAL	6.6	15.2	0.3	1.5	23.3	4.7	2.0	0.8	0.6	8.0	4.3	0.6	0.2	0.8	5.9	16	0	1	0	1	0	36	0	0	36	15	52	1	5	73	342
5- SOUTH ATLANTIC	33.3	0.3	0.1	0.6	44.0	16.5	0.2	0.7	1.5	18.8	20.8	0.2	0.2	2.4	23.7	39	3	0	0	3	488	0	1	0	489	1038	6	3	14	1050	2386
6- EAST SOUTH CENTRAL	33.8	0.0	0.0	0.0	33.8	13.9	0.4	0.7	0.3	15.0	20.1	0.1	0.1	0.3	20.5	9	0	0	0	0						74	0	0	0	74	219
7- WEST SOUTH CENTRAL	20.1	0.0	0.0	17.9	38.0	14.0	1.4	1.1	10.8	27.3	15.6	0.6	0.2	12.9	29.3	8	0	0	0	0						36	0	0	32	68	179
8- MOUNTAIN	5.5	1.8	0.9	22.0	30.3	3.6	3.1	1.3	6.7	14.6	2.2	2.8	0.5	12.1	17.5	3	0	0	0	0						6	3	1	24	33	109
9- PACIFIC	15.7	3.2	0.6	3.5	23.0	7.2	0.6	6.6	0.9	21.3	5.7	0.6	4.0	3.5	13.8	6	2	0	0	2	(no enrollment data)					49	10	2	11	72	313
TOTAL	29.2	1.3	0.3	3.0	33.8	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	128	6	1	0	7	656	37	2	42	737	1995	72	15	162	1844	5465

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TABLE 17

HUMAN SERVICES/MENTAL HEALTH TECHNOLOGIST (33)
(BACCALAUREATE AND GRADUATE LEVELS)

CENSUS DIVISION	% MINORITY ENROLLMENT THIS OCCUPATION					% MINORITY ENROLLMENT ALL OCCUPATIONS					% MINORITIES IN POP. (1970 CENSUS)					TOTAL # OF PROGS.	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL
1- NEW ENGLAND	-	-	-	-	-	5.2	0.1	0.9	1.2	7.4	3.3	0.1	0.3	1.5	5.2	0	0	0	0	0						-	-	-	-	-	-
2- MIDDLE ATLANTIC	13.6	0.0	1.7	1.7	16.9	10.8	0.2	1.1	2.5	14.6	10.6	0.1	0.4	5.3	16.5	4	0	0	0	0						8	0	1	1	10	59
3- EAST NORTH CENTRAL	-	-	-	-	-	8.6	0.4	0.9	0.9	10.8	9.6	0.1	0.2	1.7	11.7	1	0	0	0	0						-	-	-	-	-	-
4- WEST NORTH CENTRAL	0.0	0.0	0.0	0.0	0.0	4.7	2.0	0.8	0.6	8.0	4.3	0.6	0.2	0.8	5.9	2	0	0	0	0						0	0	0	6	8	14
5- SOUTH ATLANTIC	15.9	0.0	0.0	0.0	15.9	16.5	0.2	0.7	1.5	18.8	20.8	0.3	0.2	2.4	23.7	8	2	0	0	2	88	0	0	0	88	109	0	0	0	109	304
6- EAST SOUTH CENTRAL	-	-	-	-	-	13.9	0.4	0.7	0.3	15.0	20.1	0.1	0.1	0.2	20.5	1	1	0	0	1						-	-	-	-	-	-
7- WEST SOUTH CENTRAL	0.0	0.0	0.0	91.2	91.2	14.0	1.4	1.1	10.8	27.3	15.6	0.6	0.2	12.9	29.3	1	0	0	0	0						0	0	0	62	62	68
8- MOUNTAIN	-	-	-	-	-	3.6	3.1	1.3	6.7	14.6	2.2	2.8	0.5	12.1	17.5	0	0	0	0	0						-	-	-	-	-	-
9- PACIFIC	0.0	0.0	0.0	0.0	0.0	7.2	0.6	6.6	0.9	21.3	5.7	0.6	4.0	2.5	12.6	1	1	0	0	1						0	0	0	0	0	20
TOTAL	25.2	0.0	0.2	13.5	38.9	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	20	4	0	0	4						117	0	1	63	181	465

TABLE 18

PHYSICIAN ASSISTANT (41)
(CERTIFICATE AND ASSOCIATE LEVELS)

CENSUS DIVISION	% MINORITY ENROLLMENT WHO GRADUATED					% MINORITY ENROLLMENT ALL GRADUATES					% MINORITIES IN PROF. (1970 CENSUS)					TOTAL # OF PROGS.	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL
1 NEW ENGLAND	4.3	0.0	8.5	4.2	13.0	5.2	0.3	0.9	1.2	7.4	4.3	0.3	0.3	1.5	5.2	1	0	0	0	0					3	0	1	1	6	66
2 MIDDLE ATLANTIC	11.1	0.0	0.0	0.0	11.1	10.8	0.2	1.1	2.5	14.6	10.6	0.1	0.4	5.3	16.5	3	1	0	0	1	(no enrollment data)				15	0	1	0	15	45
3 EAST NORTH CENTRAL	1.0	0.0	0.0	0.0	1.0	0.6	0.4	0.9	0.9	10.0	9.6	0.1	0.2	1.7	11.7	1	0	0	0	0					1	0	1	0	1	130
4 WEST NORTH CENTRAL	3.6	1.0	0.0	0.0	5.0	4.3	2.0	0.8	0.6	8.0	4.3	0.6	0.3	0.8	5.9	1	0	0	0	0					2	1	1	0	3	56
5 SOUTH ATLANTIC	3.2	0.0	0.0	0.0	3.2	16.5	0.3	0.7	1.5	18.0	20.8	0.2	0.3	2.4	23.7	4	0	0	0	0					4	0	1	0	4	124
6 EAST SOUTH CENTRAL	0.0	0.0	2.0	0.0	2.0	13.9	0.4	0.7	0.3	15.0	20.1	0.1	0.1	0.3	20.5	2	0	0	0	0					0	0	1	0	1	31
7 WEST SOUTH CENTRAL	-	-	-	-	-	16.0	1.4	1.1	10.8	27.3	15.6	0.6	0.3	12.9	29.3	1	0	0	0	0					-	-	-	-	-	-
8 MOUNTAIN	0.0	61.1	0.0	2.8	64.1	3.6	3.1	1.3	6.7	14.6	3.2	2.8	0.5	12.1	17.5	2	0	1	0	1	0	21	0	1	22	0	10	0	1	31	36
9 PACIFIC	21.7	0.0	1.1	6.2	33.0	7.2	0.6	6.6	0.9	21.3	5.7	0.6	4.0	3.5	13.8	3	1	0	0	1	13	0	0	0	13	23	0	1	0	22	97
TOTAL	8.7	5.3	1.2	1.4	16.6	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	29	2	1	0	3	19	21	0	1	41	51	31	7	8	97	585

TABLE 19

PHYSICIAN ASSISTANT (41)
(BACCALAUREATE AND GRADUATE LEVELS)

CENSUS DIVISION	% MINORITY ENROLLMENT WHO GRADUATED					% MINORITY ENROLLMENT ALL GRADUATES					% MINORITIES IN PROF. (1970 CENSUS)					TOTAL # OF PROGS.	# OF PROGRAMS IN MINORITY INSTITUTIONS				# OF MINORITIES IN MINORITY INSTITUTIONS					ENROLLMENT COUNTS					
	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.		Black	Nat. Am.	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	Black	Nat. Am.	Asian	Hisp.	All Min.	TOTAL ENROLL
1 NEW ENGLAND	0.0	0.0	0.0	0.0	0.0	5.4	0.1	0.9	1.3	7.4	3.3	0.1	0.3	1.5	5.2	3	0	0	0	0					0	0	0	0	0	0
2 MIDDLE ATLANTIC	1.0	0.0	1.9	0.6	4.6	10.8	0.3	1.1	3.5	16.6	10.6	0.1	0.4	5.3	16.5	7	0	0	0	0					6	0	1	1	10	157
3 EAST NORTH CENTRAL	0.5	0.0	0.0	1.1	1.6	0.6	0.4	0.9	0.8	10.0	9.6	0.1	0.2	1.7	11.7	1	0	0	0	0					6	0	0	1	7	82
4 WEST NORTH CENTRAL	1.1	1.1	1.1	0.0	3.2	4.3	2.0	0.8	0.6	8.0	4.3	0.6	0.3	0.8	5.9	4	0	0	0	0					1	1	1	0	3	84
5 SOUTH ATLANTIC	1.2	0.1	0.5	0.0	4.6	16.5	0.2	0.7	1.5	18.0	20.8	0.2	0.3	2.4	23.7	11	0	0	0	0					23	2	3	0	27	507
6 EAST SOUTH CENTRAL	0.0	0.0	1.2	0.0	1.2	13.9	0.4	0.7	0.3	15.0	20.1	0.1	0.1	0.3	20.5	1	0	0	0	0					0	0	1	0	1	27
7 WEST SOUTH CENTRAL	1.0	0.0	0.7	0.4	0.1	16.0	1.4	1.1	10.8	27.3	15.6	0.6	0.3	12.9	29.3	4	0	0	0	0					4	0	1	6	11	133
8 MOUNTAIN	2.9	2.9	14.3	11.4	11.4	3.6	3.1	1.3	6.7	14.6	3.2	2.8	0.5	12.1	17.5	3	0	0	0	0					1	1	5	4	11	35
9 PACIFIC	3.6	3.6	3.6	3.6	14.3	7.2	0.6	6.6	0.9	21.3	5.7	0.6	4.0	3.5	13.8	3	0	0	0	0					1	1	1	1	4	28
TOTAL	5.5	0.9	1.3	1.1	6.9	10.1	0.7	1.6	3.1	15.5	11.1	0.4	0.8	5.3	17.6	37	0	0	0	0					41	5	15	13	74	1163

Appendix C

Availability of Data on Allied Health Practitioners

APPENDIX C

AVAILABILITY OF DATA ON ALLIED HEALTH PRACTITIONERS

As proposed, an attempt was made to identify and describe data on minority professionals in allied health fields in the United States. It was recognized from the outset that this would be a difficult task which would likely yield incomplete information in some areas and a total absence of information in others. The problems with practitioner data were expected because of the great variety of professional and accrediting groups in allied health which generally do not coordinate their data and record systems, and because of the tendency to simply not collect data on racial/ethnic groups.

Despite these expected limitations, national and state health planning agencies and professional associations were consulted as probable sources of data on minorities practicing in the allied health professions.

State government documents on health manpower were reviewed for racial/ethnic data or for indications that such data might be available. It became apparent that the states addressing the area of allied health with comprehensive statistics on allied health practitioners were part of the Cooperative Health Statistics System (CHSS).

At this point, it became apparent that CHSS itself could provide data on minorities in allied health. CHSS, under the National Center for Health Statistics, is intended to be a source of national data on health statistics, including health manpower. Utilizing data

from the states, CHSS regulates the reporting system and systematizes the data in a national data bank. At the present time, however, only twenty-six states are producing data for thirteen occupations, of which only four are allied health occupations. Unfortunately, no racial/ethnic data on these occupations are available.

Efforts were again turned to the state government level and several state health planning agencies were contacted in search of data on minority professionals in the allied health field.

There are basically two avenues by which these kinds of data can be collected: through employers of allied health professionals or through the individuals themselves. Data on racial/ethnic minorities tend not to be collected by employers because of reluctance or fear of disclosure. The data collected from individuals comes, in general, from the licensure application or renewal forms. This creates problems because the vast majority of allied health occupations do not require licensing, and because by law an individual cannot be required to disclose his/her racial/ethnic background. The latter is evidenced in poor response rates on this item which make any summary data invalid.

Three states had minority data on allied health occupations -- Wisconsin, North Carolina and Alabama -- with only one occupation in common, Dental Hygiene (Table 1 a-c). In the three cases, these data had been obtained from licensure forms.

The next stage involved identifying the allied health occupations that required licensing in all or some states. While this activity might not directly result in racial/ethnic data, it might

serve as a source of information on the feasibility of data collection.

The Bureau of Health Manpower maintains a computerized data file called the Licensure Information System which contains all licensing laws and regulations for each state, for all occupations licensed in that state. Table 2 shows the allied health occupations that required licensing for each state in 1975. As of 1975, only Dental Hygienists and Physical Therapists were licensed in all states. For other allied health occupations, national estimates based on licensure data are not warranted, except perhaps in the case of Speech Pathologist/Audiologist, because so few states require licensure. Because of the limitations of the data, it would not be possible to talk about "allied health," but of a few occupations instead.

In the case of physical therapy and speech pathology/audiology, the professional associations have racial/ethnic data on their memberships. The American Dental Association, like most professional associations, does not have any data on minorities within their membership. Because of civil rights legislation, most associations deleted racial/ethnic components from all forms used routinely in data collection.

The American Physical Therapy Association, from a survey of its membership conducted in 1978, estimates that APTA membership represents about 2/3 of the physical therapy workforce. The response rate to the membership survey was 67%; the rate of response to the racial/ethnic item was 66%. This would mean, in terms of the overall workforce, a coverage of about 44% (Table 3). It would, therefore, not be possible to establish meaningful relationships between these employment data and the enrollment data presented in other sections of this report.

The American Speech-Language-Hearing Association (ASLHP) also surveyed its membership and included a racial/ethnic background item. They estimate that their membership comprises 75% of the total workforce, and that 4% of their membership is composed of minorities; that is, approximately 1,320 individuals. Based on this, they have estimated the response rate for minorities to be 35% or 487 individuals (Table 3). ASLHP is implementing a Minority Recruitment Assistance Program (MARP) whereby job openings with employers interested in recruiting minorities are advertised to its minority members. At the end of 1979, another survey will be conducted in order to update their membership roster for purposes of implementing the MARP. At this time, survey respondents will be told of the purpose of the survey (i.e., the recruitment program); the response rate on racial/ethnic background is expected to increase considerably. Unfortunately, the data available now are not significant enough in terms of coverage to permit comparison with the enrollment data.

The most comprehensive source of data on minorities in allied health comes from the 1970 Census of the U.S. population. The occupational data included in the census are self-reported by either the individuals themselves or members of their household, which poses a question as to its accuracy. There is also substantial sampling error since the data on health occupations are based on at most a 20% sample of the population (Table 4).[1] These data are nevertheless the basis of all racial/ethnic manpower estimates. The information is updated by the Current Population Surveys conducted periodically, but the data coming from these surveys must

1. "Minorities and Women in the Health Fields"; DHEW Publication #HRA 76-22. U.S. Department of Health, Education and Welfare, Public Health Service. Health Resources Administration, September 1975.

be used with extreme caution, since sampling and occupational definition errors for health occupations are considerable.

It is not possible, therefore, to establish any meaningful relationships between the available minority data on allied health professionals and the enrollment data presented in this study, due to substantial discrepancies in coverage, time periods, and occupational definitions. There is currently no systematized, comprehensive source of data on minority representation in the allied health manpower force and this prevents accurate assessments of minority representation.

In summary, because of civil rights legislation and issues, the subject of data collection for minorities practicing in allied health must be studied very carefully in terms of methodology and feasibility. While legislation does not forbid the collection, it regulates its application; while individuals may not be required to disclose the information about themselves, a method must be established which will secure adequate response and it will probably involve some assurance that the information will either provide direct benefit or at least will not be used against the individuals.

It also appears that any effort at collecting information on minorities in allied health must be done by a single, central organization or unit. Fragmented and overlapping professional associations and accrediting agencies representing diverse views and operational definitions of professions abound in allied health. Only a serious and concerted national effort would seem feasible to achieve a useful data base on minority professionals in allied health.

Table 1

Summary - Total licenses, active licenses by race

Alabama

	Number of Licenses		Race		
	Total	Active	White	Non-white	Unknown
Dental hygienist	1385	1385	1	0	1384
Nursing home administrator	388	341	322	16	3
Physical therapist	311	298	277	12	9
Physical therapy assistant	90	81	65	16	0

Source: State of Alabama, Department of Public Health, Division of Data Management. "Total Licensees, Active Licensees, with Distribution of Actives by Activity Status, Sex, Race and Age by Work Location," 1978.

Table 2

Numbers of Selected Allied Health Professionals
Active in South Carolina by Race, 1978

	Total	White	Black	Amer. Ind.	Asian	Other	Unknown
Dental hygienist	386	370	3	0	0	0	13
Dental technician	95	86	1	1	0	0	7
Pharmacy asst.	51	49	0	0	0	0	2
Physical therapist	165	159	3	1	0	1	1
Physical therapy assistant	43	37	6	0	0	0	0
Resp. therapist	582	359	25	0	1	2	195

Source: Office of Cooperative Health Statistics, Division of Research and Statistical Services.

Table 3

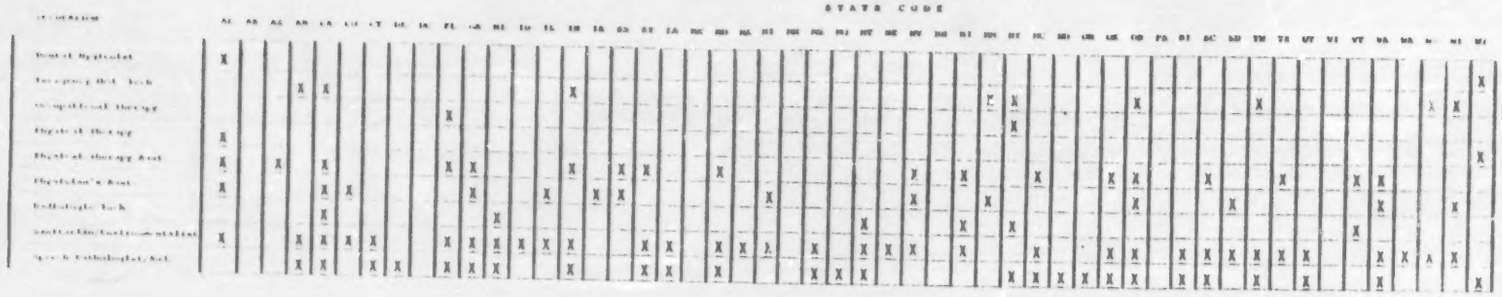
Dental Hygienists in Wisconsin, 1975,
by Descent and Spanish Origin

Total	White	Black	Amer. Ind.	Asian	Unknown
1225	1014	1	1	0	209

	Spanish Origin	Not Spanish Origin	Unknown
1225	2	955	268

Table 4

LICENSES REQUIRED BY OCCUPATION AND STATE* (1975)



*Source: Regulation of Health Occupations", U.S. Department of Health, Education and Welfare; HRA, HSA, NMH, Publication No. (HSA) 77-69

Table 5

PERSONS EMPLOYED IN SELECTED ALLIED HEALTH OCCUPATIONS, BY RACIAL/ETHNIC CATEGORY, BASED ON PROFESSIONAL ASSOCIATION MEMBERSHIP SURVEYS, 1978

	Total Membership	Black		Am. Indian		Oriental		Hispanic		Other Min.		Total Minority	
		N	%	N	%	N	%	N	%	N	%	N	%
Physical Therapists[1]	19,568	183	0.9	5	0.0	169	0.9	82	0.4	43	0.2	482	2.5
Speech Path/Audiologists[2]	33,000	271	0.8	17	0.1	86	0.3	71	0.2	52	0.2	497	1.5

1. American Physical Therapy Association, Membership survey, 1978.
2. American Speech-Language-Hearing Association, Membership survey, 1978.

Table 6

PERSONS EMPLOYED IN SELECTED ALLIED HEALTH OCCUPATIONS, BY RACIAL ETHNIC CATEGORY

	Total Employed[1]	Black		Am. Indian		Asian[2]		Hispanic[3]		Total Minority	
	N	N	%	N	%	N	%	N	%	N	%
Dietitians	40,225	7,366	18.3	99	0.2	1,199	3.0	1,149	2.9	9,813	24.4
Health Administrators	84,461	3,918	4.6	248	0.3	435	0.5	1,122	1.3	5,723	6.7
Clinical Lab. Tech., Technicians	118,264	11,021	9.3	158	0.1	3,507	1.4	4,781	4.0	19,467	16.8
Dental Hygienists	17,458	301	1.7	0	0	172	0.9	162	0.9	635	3.5
Health Record Tech., Technicians	10,946	547	5.0	0	0	155	1.4	185	1.7	887	8.1
Radiologic Tech., Technicians	52,566	3,542	6.7	134	0.3	331	0.6	1,994	3.8	6,001	11.4
Dental Lab. Tech.	26,810	1,455	5.4	21	0.1	775	2.9	1,825	6.8	4,076	15.2
Dental Assts.	90,497	3,186	3.5	151	0.2	1,030	1.2	3,150	3.5	7,517	8.4
Nursing Aides, Orderlies and Attendants	723,576	183,398	25.3	1,125	0.6	3,170	0.5	29,312	4.1	220,005	30.5

[1] U.S. Bureau of the Census. United States Census of Population; 1970. Occupational Characteristics PC(2)-7A U.S. Government Printing Office, June 1973.

[2] Includes - Japanese, Chinese and Filipino origins

[3] "Persons of Spanish Language" in 42 states and D.C., "Persons of Spanish Language or Spanish Surname" in 5 South Western states and "Persons of South American Birth or Heritage" in 3 Middle Atlantic States.

Appendix D

Auxiliary Documents Related to Surveys

1975 ASAHP

SURVEY DOCUMENTS

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U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

O.M.B. No. 68-S75071
Approval Expires: December 31, 1976

PUBLIC HEALTH SERVICE
HEALTH RESOURCES ADMINISTRATION
BUREAU OF HEALTH MANPOWER
IN COLLABORATION WITH THE

AMERICAN SOCIETY OF ALLIED HEALTH PROFESSIONS

1975 INVENTORY OF HEALTH OCCUPATIONS EDUCATION PROGRAMS IN TWO-YEAR AND FOUR-YEAR COLLEGES AND UNIVERSITIES

INSTRUCTIONS FOR QUESTIONNAIRE I

RETURN OF QUESTIONNAIRE: Please return the completed form in the enclosed envelope no later than December 5, 1975. Since the tabulation of negative responses is essential to the completion of the Inventory, return the questionnaire even if your institution has no programs.

QUESTIONS: Questions about the survey and requests for additional forms should be directed to Ms. Andrea Fribush, at the Society Headquarters, One Dupont Circle, Suite 300, Washington, D.C. 20036, Area Code 202, Phone 293-2545.

GENERAL INSTRUCTIONS: Questionnaire I requests information regarding present and planned allied health, special education, and public health programs at your institution. The following definitions and criteria for reporting programs should be usad while completing the questionnaire.

DEFINITIONS AND REPORTING CRITERIA:

PROGRAM

A health occupations education program, for the purposes of this Inventory, includes formal classroom instruction, laboratory instruction, clinical training, and/or supervised field experience leading to competency in a specific health occupation, or profession, and resulting in a degree, certificate, or diploma granted by the reporting academic institution *after* completion of both the professional and the didactic components of the program. Hospital based programs for which your institution serves as an affiliate should not be listed unless the academic institution grants the award and/or the hospital is a part of the degree granting institution. *Training must be at least 36 clock hours in duration.* PROGRAMS OFFERED AT DIFFERENT AWARD LEVELS AND HAVING DIFFERENT PREREQUISITES ARE CONSIDERED TO BE SEPARATE PROGRAMS AND SHOULD BE LISTED SEPARATELY ON THE QUESTIONNAIRE.

ACTIVE PROGRAM A program which was operational (having matriculated its first class of students) on or before October 15, 1975.

PLANNED PROGRAM A program to be implemented between October 15, 1975 and October 17, 1976.

AWARD LEVEL

Degree, diploma, and certification programs to be reported in this survey are defined as follows:

- **DEGREE PROGRAM:** Any program which results in the awarding of an associate, bachelor's, master's, or doctoral degree.
- **DIPLOMA PROGRAM:** Any program which results in a diploma granted for at least 3 but less than 4 years of training after 12th grade.
- **CERTIFICATE PROGRAM:** All of the following certificates should be reported.
  - **Occupational/Vocational Certificate** Certificate awarded for training of at least 36 clock hours duration but not more than 36 months duration after matriculation in the program.
  - **Collegiate Certificate** Certificate awarded for training (other than continuing education) of more than 36 months beyond the 12th grade, or post-baccalaureate training for which NO additional degree is granted.
  - **Certificate For Advanced Standing** Certificate awarded for training which is beyond the master's, but *not* at the doctoral degree level.
  - **Continuing Education Certificate** Certificate awarded for training to maintain a health worker's proficiency, which signifies evaluation of the worker's participation in the program.

INCLUSIONS

The enclosed GLOSSARY OF OCCUPATIONAL TITLES represents examples of health occupations whose education programs should be reported in this questionnaire. *This list is not intended to be all inclusive.* Programs for occupations not specifically listed should be reported if you consider them to fall within the scope of allied health, public health, or special education.

EXCLUSIONS

Do not report the following program types.

- Programs which award only a "Certificate of Attendance".
- Programs leading to the M.D. or D.O. degree, graduate and continuing education of physicians, and premedical courses.
- Programs for dentists, optometrists, podiatrists, pharmacists, and veterinarians, including continuing education for these health professionals.
- Programs leading to licensure as R.N., L.V.N., L.P.N., and programs of continuing education for such persons, *but* programs for nursing-related occupations are included.
- Programs for engineers at all levels with the exception of those programs which you judge to have a significant bio-medical/environmental health content or emphasis.
- Programs for natural scientists such as biologic and microbiologic scientists.
- Programs for social scientists, including psychologists.
- Programs for social workers at all levels with the exception of those that you judge to have a significant medical or psychiatric content or emphasis.
- Programs for mathematicians and statisticians at all levels with the exception of those programs which you judge to have significant health statistics content and emphasis.

PLEASE PRINT USING BLUE OR BLACK INK WHEN COMPLETING THIS FORM.

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

PUBLIC HEALTH SERVICE
HEALTH RESOURCES ADMINISTRATION
BUREAU OF HEALTH MANPOWER
IN COLLABORATION WITH THE

O.M.B. No. 68-S75071
Approval Expires: December 31, 1976

AMERICAN SOCIETY OF ALLIED HEALTH PROFESSIONS

1975 INVENTORY OF HEALTH OCCUPATIONS EDUCATION PROGRAMS

IN TWO-YEAR AND FOUR-YEAR COLLEGES AND UNIVERSITIES

QUESTIONNAIRE I

RESPONDING INSTITUTION:

RESPONDENT: NAME _____

TITLE _____

PHONE (___) _____ DATE _____

SECTION I

All data supplied on this questionnaire should be specific to the campus indicated on the above label. Since each branch campus for an institution has been contacted separately, we appreciate your assistance in the avoidance of duplicate reporting. Based on your review of the enclosed INSTRUCTIONS and GLOSSARY OF OCCUPATIONAL TITLES, please check the appropriate responses to the following questions.

1. Does your campus have ACTIVE health occupations education programs? (Report programs for the above campus only.)

   NO ☐

   YES ☐ Please answer the questions in Sections 2, 3, and 4.

2. Does your campus have planned health occupations education programs?

   NO ☐

   YES ☐ Please answer the questions in Sections 3 and 4.

If any of your responses were "YES", complete the sections indicated next to the response. If you responded "NO" to all of the above questions, please return the questionnaire in the enclosed envelope so that we need not concern you unnecessarily with survey follow-up.

SECTION 2 ACTIVE PROGRAMS

List the program title, Glossary Occupational Code, program director's name, and award level code for each active program offered at your campus. The *Glossary Occupational Code* is the four-digit number we have provided in our Glossary of Occupational Titles. Select the code for the occupation which most closely resembles the occupation for which your students are prepared. If no occupation approximates the training your students are being given, indicate only the program title in the spaces provided. The *Award Level Code* is the two-digit number associated with the categories below. Select the award closest to the one your institution confers and enter the corresponding numbers in the spaces provided. WITHIN EACH BOX BELOW, PLEASE ENTER NO MORE THAN ONE PROGRAM OR ONE AWARD LEVEL.

CODE	AWARD LEVEL	CODE	AWARD LEVEL
01	Occupational/Vocational Certificate	10	Collegiate Certificate Only
05	Diploma	11	Master's Degree
06	Associate Degree	12	Master's Degree + Certificate
07	Associate Degree + Certificate	13	Certificate of Advanced Standing
08	Bachelor's Degree	14	Doctoral Degree
09	Bachelor's Degree + Certificate	15	Continuing Education Certificate

ABBREVIATE WHEN NECESSARY

PROGRAM TITLE

GLOSSARY OCCUPATIONAL CODE

PROGRAM DIRECTOR

AWARD LEVEL CODE

ABBREVIATE WHEN NECESSARY

PROGRAM TITLE

GLOSSARY OCCUPATIONAL CODE

PROGRAM DIRECTOR

AWARD LEVEL CODE

SECTION 3 ALLIED HEALTH CONTACT PERSON

Please indicate below the ONE person best able to serve as an allied health contact person at your campus for the second phase of this Inventory. The contact person will be asked to distribute detailed program questionnaires to directors of those active programs which you have listed on this form, and this person will be used for follow-up purposes should the questionnaires not be returned. Information about planned health occupations programs will also be requested of the contact person.

ABBREVIATE WHEN NECESSARY

NAME

TITLE

OFFICE/STREET ADDRESS

SECTION 4 GUIDANCE CONTACT PERSON

Please list the ONE person at your campus to whom student inquiries about health occupations education programs may be sent.

ABBREVIATE WHEN NECESSARY

NAME

TITLE

OFFICE/STREET ADDRESS

PLEASE RETURN THIS FORM TO THE AMERICAN SOCIETY OF ALLIED HEALTH PROFESSIONS, ONE DUPONT CIRCLE, SUITE 300, WASHINGTON, D.C. 20036.

ABBREVIATE WHEN NECESSARY

PROGRAM TITLE

GLOSSARY OCCUPATIONAL CODE

PROGRAM DIRECTOR

AWARD LEVEL CODE

ABBREVIATE WHEN NECESSARY

PROGRAM TITLE

GLOSSARY OCCUPATIONAL CODE

PROGRAM DIRECTOR

AWARD LEVEL CODE

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PROGRAM TITLE

GLOSSARY OCCUPATIONAL CODE

PROGRAM DIRECTOR

AWARD LEVEL CODE

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
PUBLIC HEALTH SERVICE
HEALTH RESOURCES ADMINISTRATION
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O.M.B. No. 68-S75071
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1975 INVENTORY OF HEALTH OCCUPATIONS EDUCATION PROGRAMS
IN TWO-YEAR AND FOUR-YEAR COLLEGES AND UNIVERSITIES

INSTRUCTIONS FOR QUESTIONNAIRE II

RETURN OF QUESTIONNAIRE: Please complete this questionnaire and return it to the Society no later than three weeks upon receipt.

GENERAL INSTRUCTIONS: A separate questionnaire must be completed for <u>each</u> program. PROGRAMS OFFERED AT DIFFERENT AWARD LEVELS AND HAVING DIFFERENT PREREQUISITES ARE CONSIDERED TO BE SEPARATE PROGRAMS AND REQUIRE A SEPARATE FORM. Questions about the survey form should be directed to Ms. Linda Carter at Society headquarters, One Dupont Circle, Suite 300, Washington, D.C. 20036, Area Code 202, Phone 293-1652.

DEFINITIONS AND REPORTING CRITERIA:

PROGRAM

A health occupations education program, for purposes of the Inventory, includes formal classroom instruction, laboratory instruction, clinical training and/or supervised field experience, leading to competency in a specific health occupation or profession, and resulting in a degree, certificate, or diploma.

The following requirements must be met for the inclusion of a program in the Inventory:

- A diploma, certificate, or degree must be granted by the reporting institution. This award must be granted AFTER the professional and didactic components of the program have been completed.
- The program must have matriculated its first class of students on or before October 15, 1975.
- The program must be at least 36 clock hours in duration.

AWARD LEVEL

Degree, diploma, and certificate programs should be reported in this survey and are defined as follows:

- **DEGREE PROGRAM:** Any program which results in the awarding of an associate, bachelor's, master's, or doctoral degree.
- **DIPLOMA PROGRAM:** Any program which results in a diploma granted for at least 3 but less than 4 years of training after 12th grade.
- **CERTIFICATE PROGRAM:** All of the following certificates should be reported.
  - **OCCUPATIONAL/VOCATIONAL CERTIFICATE** Certificate awarded for training of at least 36 clock hours duration but not more than 36 months duration after matriculation in the program.
  - **COLLEGIATE CERTIFICATE** Certificate awarded for training (other than continuing education) of more than 36 months beyond the 12th grade, or post-baccalaureate training for which NO additional degree is granted.
  - **CERTIFICATE FOR ADVANCED STANDING** Certificate awarded for training which is beyond the master's but NOT at the doctoral degree level.
  - **CONTINUING EDUCATION CERTIFICATE** Certificate awarded for training to maintain a health worker's proficiency, which signifies evaluation of the worker's participation in the program.

INCLUSIONS

The enclosed GLOSSARY OF OCCUPATIONAL TITLES represents examples of health occupations whose education will be included in the Inventory. This list is not intended to be all inclusive. Programs for occupations not specifically listed should be reported if you consider them to be within the framework of the GLOSSARY.

EXCLUSIONS

Do not report the following program types.

- Programs that are hospital based for which your institution serves as an affiliate unless the academic institution grants the award and/or the hospital is a part of the degree granting institution.
- Programs which award only a "Certificate of Attendance".
- Programs leading to the M.D. or D.O. degrees, graduate and continuing education of physicians, and premedical courses.
- Programs for dentists, optometrists, podiatrists, pharmacists, and veterinarians, including continuing education for these health professionals.
- Programs leading to licensure as R.N., L.V.N., L.P.N., and programs of continuing education for such persons, but programs for nursing-related occupations are included.
- Programs for engineers at all levels with the exception of those programs which you judge to have a significant biomedical/environmental health content or emphasis.
- Programs for natural scientists such as biologic and microbiologic scientists.
- Programs for social scientists, including psychologists.
- Programs for social workers at all levels with exception of those programs which you judge to have a significant medical or psychiatric content or emphasis.
- Programs for mathematicians and statisticians at all levels with the exception of those programs which you judge to have a significant health statistics content and emphasis.

PLEASE PRINT USING BLUE OR BLACK INK WHEN COMPLETING THIS FORM

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
PUBLIC HEALTH SERVICE
HEALTH RESOURCES ADMINISTRATION
BUREAU OF HEALTH MANPOWER
IN COLLABORATION WITH THE

O.M.B. No. 68-S75071
APPROVAL EXPIRES: DECEMBER 31, 1976

AMERICAN SOCIETY OF ALLIED HEALTH PROFESSIONS

1975 INVENTORY OF HEALTH OCCUPATIONS EDUCATION PROGRAMS IN TWO-YEAR AND FOUR-YEAR COLLEGES AND UNIVERSITIES

QUESTIONNAIRE II

NOTE: This information is being collected under a Federal contract. Response is voluntary. There is no penalty or loss of benefit for non-response. The information will not be treated as confidential.

SECTION A—INSTITUTION IDENTIFICATION

1. Responding Institution

Name

City State Zip

2. What type of institution is represented by this response? *(Check The ONE Which Best Describes The Location of Your Program.)*

(1) ☐ MAIN CAMPUS OF A MULTI-CAMPUS INSTITUTION

(2) ☐ BRANCH CAMPUS OF A MULTI-CAMPUS INSTITUTION

(3) ☐ PEER CAMPUS OF A MULTI-CAMPUS INSTITUTION *(Equal Status Campuses With Central Administration But No Defined "Main Campus")*

(4) ☐ COLLEGE/UNIVERSITY WITH NO BRANCH CAMPUSES

(5) ☐ MEDICAL CENTER/HOSPITAL ADMINISTRATIVELY LOCATED WITHIN COLLEGE/UNIVERSITY

(6) ☐ MEDICAL CENTER/HOSPITAL ADMINISTRATIVELY UNRELATED TO COLLEGE/UNIVERSITY

SECTION B—PROGRAM IDENTIFICATION

3. From the enclosed GLOSSARY OF OCCUPATIONAL TITLES, indicate in the boxes below the TWO-DIGIT number of the major category into which your program falls.

		MAJOR CATEGORY

4. From the occupational titles listed under the major categories of the GLOSSARY, indicate in the boxes below the FOUR-DIGIT code number of the occupation which most closely resembles that for which your students are prepared.

				OCCUPATIONAL TITLE

If nothing in the GLOSSARY approximates the occupational title for which your students are being prepared, indicate the occupational title which describes your training efforts.

_____

If you have indicated that no occupational title in the GLOSSARY approximates that for which your students are being prepared, provide a description of the duties commonly associated with this occupational title.

_____

_____

_____

If your program's occupational title was not listed in the GLOSSARY, please send any materials you have to describe further your program, i.e., catalog, brochure, etc., when returning the questionnaire.

5. By what title is this program known at your institution?

_____

6. Does this program have a specific public health orientation or emphasis? Check ONE of the boxes below.

- ☐ Yes, Program is Located within a School of Public Health
- ☐ Yes, Program has a Public Health Emphasis but is NOT Located within a School of Public Health
- ☐ No, Program has no Public Health Orientation or Emphasis

7. Complete all lines necessary to identify the specific academic organizational unit in which this program is located.

COLLEGE

SCHOOL

DIVISION

DEPARTMENT

SECTION C—PROGRAM CHARACTERISTICS

8. Indicate the type of program you are reporting. **CHECK ONLY ONE.**

(1) ☐ BASIC OCCUPATIONAL PREPARATION: Program designed to provide students with the knowledge and skills needed to work in a specific occupation at the entry level of that occupation. Admission to program does not require previous formal training in the occupation but may build on previous informal training or practical experience. Typically, this type of program grants the "first professional" degree, leads to certification or licensure, or prepares the student for an entry-level job. The program may be academic at the undergraduate level or may be non-academic.

(2) ☐ ADVANCED EDUCATION OR TRAINING: Program designed to provide health workers with formal education or training beyond that which is offered as "Basic Occupational Preparation", AND which confers additional academic credit or professional recognition in a specific discipline or occupation. This type of program includes SPECIALTY TRAINING which qualifies the individual in a recognized specialty of his discipline, for which there are specific educational requirements beyond "Basic Occupational Preparation".

(3) ☐ CONTINUING EDUCATION: Program of educational activities designed to maintain a health worker's proficiency in his occupation. Continuing education up-dates "Basic Occupational Preparation" or "Advanced Education".

(4) ☐ TEACHER TRAINING: Program which provides individuals ALREADY TRAINED in a health profession with competency as teachers or as educational program managers. Teacher training may include some elements which are advanced education or training, but it is never limited to this.

9. Within this program may a student elect a specialization?

Specialization is an area of concentration within a program that develops a particular expertise and distinguishes one group of workers from others trained in the same program, e.g., some institutions offer degree programs in radiologic technology with specialization in medical radiography, nuclear medicine, or radiation therapy.

NOTE: If you consider a specialization to be a separate program (see definition of "program" found in the INSTRUCTIONS), report it on a separate questionnaire.

(1) ☐ NO SPECIALIZATION OFFERED

(2) ☐ SPECIALIZATION IS OFFERED *(Specify below a maximum of four specializations)*

_____ _____

_____ _____

10. Indicate the MINIMUM previous education REQUIRED for entry into this program.

NOTE: If it seems appropriate for you to check more than one, you may be reporting more than one program on this form. Please re-examine the definition of "program" found in the INSTRUCTIONS.

(01) ☐ 8TH GRADE OR LESS

(02) ☐ SOME HIGH SCHOOL *(Specify minimum grade)* _____

(03) ☐ HIGH SCHOOL DIPLOMA OR CERTIFICATE OF HIGH SCHOOL EQUIVALENCY

(04) ☐ LESS THAN 2 YEARS COLLEGE

(05) ☐ 2 YEARS COLLEGE *(without Degree)*

(06) ☐ ASSOCIATE DEGREE

(07) ☐ 3 YEARS COLLEGE

(08) ☐ 4 YEARS COLLEGE *(without Degree)*

(09) ☐ BACHELOR'S DEGREE

(10) ☐ MASTER'S DEGREE

(11) ☐ DOCTORAL DEGREE

SPECIFIC HEALTH TRAINING

(12) ☐ Basic Preparation in Occupation or Discipline for which this is an Advanced Course

(13) ☐ Pre-professional Education in the Health Field Represented by this Program

(14) ☐ Registered Nurse Preparation

(15) ☐ Certification or Registration in an Occupation Other than the Occupational Area Covered by this Program (ASMT, ARRT, COTA, etc.)

(16) ☐ Other Specific Health Training, i.e., Ambulance Attending, First Aid, etc. *(Please Specify)* _____

☐ OTHER MINIMUM EDUCATION REQUIRED *(Please Specify)* _____

_____

11. Indicate below ONLY the specific academic background(s) REQUIRED for entry into this program. Beginning with number "1" rank the REQUIRED background(s) in their order of importance for entry into the program (i.e., 1 = most important).

(01) ☐ NONE

(02) ☐ BIOLOGICAL SCIENCES

(03) ☐ CHEMICAL SCIENCES

(04) ☐ CLERICAL SKILLS

(05) ☐ FINE ARTS

(06) ☐ GENERAL SCIENCES

(07) ☐ INDUSTRIAL ARTS

(08) ☐ LIBERAL ARTS

(09) ☐ MATHEMATICS

(10) ☐ PHYSICAL EDUCATION

(11) ☐ PHYSICAL SCIENCE

(12) ☐ SOCIAL/BEHAVIORAL SCIENCES

☐ REQUIRED ACADEMIC BACKGROUND NOT ELSEWHERE CLASSIFIED *(Specify)* _____

12. Indicate the level at which this program is offered and the specific award granted upon completion of the program (i.e., BS, BA, MPH, etc.) CHECK ONLY ONE. (Note: If it seems appropriate for you to check more than one, you may be reporting more than one program on this form. Please re-examine the definition of "program" found in the INSTRUCTIONS.)

	LEVEL OF OFFERING	SPECIFIC AWARD CONFERRED
(01) ☐	OCC/VOC CERTIFICATE I *(Less than 6 months)*	_____
(02) ☐	OCC/VOC CERTIFICATE II *(6 but less than 12 months)*	_____
(03) ☐	OCC/VOC CERTIFICATE III *(12 but less than 24 months)*	_____
(04) ☐	OCC/VOC CERTIFICATE IV *(24-36 months)*	_____
(05) ☐	DIPLOMA	_____
(06) ☐	ASSOCIATE DEGREE	_____
(07) ☐	ASSOCIATE DEGREE + CERTIFICATE	_____
(08) ☐	BACHELOR'S DEGREE	_____
(09) ☐	BACHELOR'S DEGREE + CERTIFICATE	_____
(10) ☐	COLLEGIATE CERTIFICATE ONLY *(Training at or beyond baccalaureate level)*	_____
(11) ☐	MASTER'S DEGREE	_____
(12) ☐	MASTER'S DEGREE + CERTIFICATE	_____
(13) ☐	CERTIFICATE OF ADVANCED STANDING *(Training beyond master's degree level but not at doctoral degree level)*	_____
(14) ☐	DOCTORAL DEGREE	_____
(15) ☐	CONTINUING EDUCATION CERTIFICATE	_____

13. In what collegiate year(s) do students without advanced standing GENERALLY enter this program? Your response should reflect the years of student enrollment to be given in Item 23, page 11. Check all levels below which seem appropriate.

(1) ☐ NOT APPLICABLE (Graduate Program)

(2) ☐ STUDENTS NOT CONSIDERED TO BE ENROLLED IN COLLEGIATE PROGRAM

(3) ☐ 1ST (or Freshman)

(4) ☐ 2ND (or Sophomore)

(5) ☐ 3RD (or Junior)

(6) ☐ 4TH (or Senior)

(7) ☐ 5TH (Pre-Baccalaureate Clinical Year)

14. Indicate the MINIMUM number of calendar months generally necessary for a full-time student entering without advanced standing in the program to complete all program requirements, following TIME OF ENTRY shown in Item 13 (above) for undergraduate programs or following matriculation for graduate programs. Please enter number of weeks if the program is less than one (1) month in duration. (EXCLUDE summer vacation unless summer school is REQUIRED to complete this program in the average amount of time.)

_____ MONTHS

_____ WEEKS (Enter, only if program is less than one month)

15. TO BE COMPLETED BY CERTIFICATE AND DIPLOMA PROGRAMS ONLY.

Indicate below both the number of clock hours that a student spends in receiving clinical and/or didactic instruction in a normal week of training and the TOTAL number of clock hours spent in receiving instruction throughout the duration of the program as indicated in the above, Item 14.

_____ HOURS PER WEEK

_____ TOTAL HOURS

200

16. Is your program affiliated with one or more schools, agencies, hospitals, etc., for the purpose of providing some portion of the clinical training and/or supervised field experience required by your institution? Please include Medical Centers, Medical Schools, Colleges of Medicine, etc. located within or outside of your school's administrative structure.

(1) ☐ YES, ANSWER ITEMS 17-18 (2) ☐ NO, PROCEED TO ITEM 19

17. If your answer to Item 16 was "YES", please complete the following chart. Count each affiliate institution under the ONE "Institution Type" which most closely approximates the facility providing the clinical training and/or supervised field experience required by your program.

	INSTITUTION TYPE	NUMBER OF AFFILIATED INSTITUTIONS			NUMBER OF SPACES FOR YOUR STUDENTS	
		Number Located Within Your School's Administrative Structure (A)	Number Located Outside Your School's Administrative Structure (B)	Number Having Written Affiliation Agreements With Your Institution (C)	Number of Guaranteed Spaces Reserved For Your Students (D)	Number of Spaces Usually Available To Your Students Over and Above Those Guaranteed (E)
(01)	HOSPITAL *(Other than a University Based Center)*					
(02)	FACILITY *(Resident and Out-Patient)* FOR MENTALLY RETARDED, PHYSICALLY HANDICAPPED, EMOTIONALLY DISTURBED					
(03)	OUT-PATIENT CLINIC					
(04)	NURSING HOME/EXTENDED CARE FACILITY					
(05)	SOCIAL SERVICE AGENCY					
(06)	MEDICAL CENTER *(University)*					
(07)	LABORATORY					
(08)	PRACTITIONER'S OFFICE					
(09)	STATE/LOCAL HEALTH DEPT					
(10)	VOLUNTARY AGENCY *(i.e., Heart Fund, Cancer Society)*					
(11)	CORRECTIONS INSTITUTION					
(12)	COMPREHENSIVE HEALTH PLANNING AGENCY					
(13)	DAY CARE CENTER					
(14)	ELEMENTARY/SECONDARY SCHOOL DISTRICTS					
(15)	INSURANCE OFFICE					
(16)	OTHERS *(Please Specify)*					

18. Does any member of an affiliate institution OUTSIDE your school's administrative structure (as reported in Column B, Item 17), who is concerned with the instruction or supervision of your students, have an appointment on your faculty?

(1) ☐ YES (2) ☐ NO

If "YES", how many of those institutions listed in Column B, Item 17, have a member of their staff on your faculty?

☐
NUMBER

19. Who arranges for a student to attend an affiliate institution? CHECK ONLY ONE

(1) ☐ FACULTY MEMBER FROM YOUR INSTITUTION

(2) ☐ STUDENT HIMSELF

(3) ☐ BOTH OF THE ABOVE SITUATIONS EXIST WITHIN THIS PROGRAM

(4) ☐ COOPERATIVE ARRANGEMENT BETWEEN FACULTY MEMBER AND AFFILIATE

(5) ☐ OTHER *(Please Specify)* _____

20. For the departmental courses structured solely for students in this program, please indicate the number of faculty by the approximate percentage of their time spent teaching and/or supervising students in this program. Include the faculty for the clinical and/or didactic portions of the program, regardless of the faculty member's full-time departmental appointment. Do NOT include time spent by faculty member's supervision of special projects, theses, or dissertations.

NUMBER OF FACULTY WITHIN PERCENTAGE OF TIME SPENT TEACHING AND/OR SUPERVISING

100%	99% to 80%	79% to 60%	59% to 40%	39% to 20%	19% or less
☐	☐	☐	☐	☐	☐
A	B	C	D	E	F

☐ Of the faculty above, what is the total number of Full-time and Full-time Equivalent faculty?
G

21. Is this program accredited or approved by a national agency or national health professional association? (Exclude general accreditation of institution as a whole or budgetary approvals by funding agencies.)

Accreditation/Approval: The process by which an agency or organization evaluates and recognizes a program of study as meeting certain predetermined qualifications or standards. For this survey, no state or regional agencies/organizations will be reported.

(1) ☐ PROGRAM IS ACCREDITED/APPROVED PROCEED TO ITEM 22

(2) ☐ PROGRAM ACCREDITATION/APPROVAL IS IN PROCESS PROCEED TO ITEM 22

(3) ☐ CLINICAL PORTION OF PROGRAM IS ACCREDITED/APPROVED OR APPROVAL IS IN PROCESS. ACADEMIC PORTION IS NOT APPROVED PROCEED TO ITEM 22

(4) ☐ PROGRAM ACCREDITATION/APPROVAL PROCESS EXISTS FOR THIS TYPE PROGRAM BUT IS NOT BEING SOUGHT PROCEED TO ITEM 23

(5) ☐ PROGRAM IS TOO NEW TO SEEK ACCREDITATION/APPROVAL PROCEED TO ITEM 23

(6) ☐ NO ACCREDITATION/APPROVAL PROCESS EXISTS FOR THIS TYPE PROGRAM PROCEED TO ITEM 23

22. If this program or its principal clinical affiliate is accredited/approved, please check at the left the agency(ies) by which the program is accredited/approved, and supply the information in the Columns to the right of the respective agency(ies), using the codes indicated in Columns (B) and (C).

	CHECK BOX	ACCREDITING/APPROVING AGENCIES	YEAR PROGRAM LAST ACCREDITED (A)	STATUS OF ACCREDITATION/APPROVAL 1 = Full 2 = Conditional/ Provisional 3 = In Process (B)	PORTION OF PROGRAM ACCREDITED/APPROVED 1 = Academic Only 2 = Clinical Only 3 = Total Program (C)
(01)		Accrediting Bureau of Medical Laboratory Schools			
(02)		Accrediting Commission of Graduate Education for Hospital Adm.			
(03)		American Academy of Microbiology			
(04)		American Association of Laboratory Animal Science			
(05)		American Association of Nurse Anesthetists			
(06)		American Association of Pastoral Counselors			
(07)		American Board of Certification in Orthotics and Prosthetics			
(08)		American Board of Clinical Chemistry			
(09)		American Chemical Society			
(10)		American College of Nurse Midwives			
(11)		American Corrective Therapy Assoc.			
(12)		American Dental Association, Council on Dental Education			
(13)		American Dietetic Association			
(14)		American Home Economics Assoc.			
(15)		American Institute of Planners			
(16)		American Library Association			
(17)		American Medical Association, Council on Medical Education in Collaboration with _____ (Write in Collaborating Organization)			
(18)		American Nurses Association			
(19)		American Occupational Therapy Association			
(20)		American Optometric Association, Council on Optometric Education			
(21)		American Orthoptic Council			
(22)		American Physical Therapy Assoc.			
(23)		American Podiatry Association			
(24)		American Speech and Hearing Association			

(LIST OF ACCREDITING/APPROVING AGENCIES CONTINUED ON PAGE 10.)

Item 22—CONTINUED

	CHECK BOX	ACCREDITING/APPROVING AGENCIES	YEAR PROGRAM LAST ACCREDITED (A)	STATUS OF ACCREDITATION/APPROVAL 1 = Full 2 = Conditional/ Provisional 3 = In Process (B)	PORTION OF PROGRAM ACCREDITED/APPROVED 1 = Academic Only 2 = Clinical Only 3 = Total Program (C)
(25)		American Veterinary Medical Association			
(26)		Association for Clinical Pastoral Education			
(27)		Association of Medical Illustrators			
(28)		Council on Education of the Deaf			
(29)		Council on Education for Public Health			
(30)		Council on Rehabilitation Education			
(31)		Council on Social Work Education			
(32)		Engineers' Council for Professional Development			
(33)		International Society of Clinical Laboratory Technologists			
(34)		Joint Commission on Allied Health Personnel in Ophthalmology			
(35)		National Academy of Opticianry			
(36)		National Association of Schools of Music			
(37)		National Council for the Accreditation of Teacher Educ.			
(38)		National Environmental Health Association			
(39)		National Executive Housekeepers Association			
(40)		National League of Nursing			
(41)		National Society for Cardiopulmonary Technologists			
		Other NATIONAL Agency or Organization (Specify) _____ _____			

SECTION D—PROGRAM ENROLLMENT AND CAPACITY

23. How many students were enrolled in this program as of October 15, 1975? Exclude students in correspondence courses, auditors, or students at branch campuses in foreign countries.

	FULL-TIME			PART-TIME		
STUDENT YEAR	Total	Male	Female	Total	Male	Female
1st *(or Freshman)*						
2nd *(or Sophomore)*						
3rd *(or Junior)*						
4th *(or Senior)*						
5th *(Pre-baccalaureate, post-baccalaureate, or 1st Master's year)*						
6th						
7th						
8th						
TOTAL						

If this does not reflect normal program enrollment, please explain.

24. Indicate the racial/ethnic distribution of ALL students, full-time and part-time, enrolled in this program as of October 15, 1975. Report each student in the racial/ethnic group with which the student most closely identifies. Each student should be reported in only ONE group. The "total" number of students reported in this question should equal the "total" number of students reported in Item 23.

RACIAL/ETHNIC GROUP	TOTAL	MALE	FEMALE
BLACK *(Not of Hispanic Origin)*			
WHITE *(Not of Hispanic Origin)*			
ASIAN/PACIFIC ISLANDERS *(Chinese, Japanese, Filipino, Samoan, Korean)*			
AMERICAN INDIAN/ALASKAN NATIVES			
HISPANIC *(Mexican, Cuban, Puerto Rican, Central or South American, Other Spanish or Cultural Origin regardless of race)*			
OTHER *(Please Specify)* _____			
INFORMATION NOT AVAILABLE			
TOTAL			

25. For the average entering class in this program, estimate the percentage of students who will complete the program requirements and receive the award conferred.

_____ %

26. Is this program offered on a regular basis? (A program offered on a regular basis has a definite and periodic schedule for matriculation of students.)

☐ YES ☐ NO

If "Yes", how many entering classes are accepted each year?

(01) ☐ ONE (04) ☐ FOUR (07) ☐ SEVEN (10) ☐ TEN

(02) ☐ TWO (05) ☐ FIVE (08) ☐ EIGHT (11) ☐ More than ten *(Specify number of classes)* _____

(03) ☐ THREE (06) ☐ SIX (09) ☐ NINE

27. If full enrollment were attained, what is the maximum annual number of students who could complete this program with present curriculum and standards, using presently available facilities and resources? (If clinical training or supervised field experience is required, do not include more students than can be accommodated for this training within one year.)

_____ MAXIMUM GRADUATES

28. In what academic year did this program first accept students?

(01) ☐ Prior to 1940 (06) ☐ 1960-61 (11) ☐ 1965-66 (16) ☐ 1970-71

(02) ☐ 1941-45 (07) ☐ 1961-62 (12) ☐ 1966-67 (17) ☐ 1971-72

(03) ☐ 1946-50 (08) ☐ 1962-63 (13) ☐ 1967-68 (18) ☐ 1972-73

(04) ☐ 1951-55 (09) ☐ 1963-64 (14) ☐ 1968-69 (19) ☐ 1973-74

(05) ☐ 1956-60 (10) ☐ 1964-65 (15) ☐ 1969-70 (20) ☐ 1974-75

29. For each school year, 1967-75, in which your program was active (as indicated in Item 28), enter the number of students who graduated or otherwise successfully completed this program. (If more than one class per year completed the program, please combine the number of graduates for each year.) Enter a "0" if there were no graduates for a particular year in which the program was active.

(A) _____ 1967-68 (C) _____ 1969-70 (E) _____ 1971-72 (G) _____ 1973-74

(B) _____ 1968-69 (D) _____ 1970-71 (F) _____ 1972-73 (H) _____ 1974-75

30. Estimate the number of students who are expected to complete this program successfully in the next three years. If more than one class per year is expected to complete the program, please combine the number of graduates for each year. Enter a "0" if no graduates are anticipated for a given year.

(A) _____ 1975-76 (B) _____ 1976-77 (C) _____ 1977-78

31. Are you now implementing or planning to implement within the next 2 years a significant change in this program's enrollment?

(1) ☐ NO CHANGE IS PLANNED **PROCEED TO ITEM 32**

(2) ☐ YES, PROGRAM IS BEING EXPANDED **PROCEED TO ITEM 33**

(3) ☐ YES, PROGRAM IS BEING CURTAILED **PROCEED TO ITEM 32**

(4) ☐ YES, PROGRAM IS BEING PHASED OUT. DATE OF FINAL ENTERING CLASS _____ **PROCEED TO ITEM 32**

32. If this program is not expanding, what reasons prevent or make unwise the expansion of this program? Please check the degree of constraint beside each reason.

(1) ☐ Check if program's enrollment is satisfactory. **PROCEED TO ITEM 33**

	REASON FOR CONSTRAINT	NO CONSTRAINTS	MODERATE CONSTRAINTS	SEVERE CONSTRAINTS
(A)	Limited employment opportunities for graduates in this specialty.			
(B)	Insufficient applications from interested students; difficult to recruit additional students.			
(C)	Limited operating funds (insufficient funds for additional faculty, other staff, equipment, etc.).			
(D)	Unable to recruit qualified faculty to fill vacancies when funds are available.			
(E)	Insufficient or unsuitable physical facilities for didactic instruction.			
(F)	Inadequate or insufficient clinical training facilities.			
(G)	Insufficient financial aid for students.			
(H)	Limited by accrediting association.			
(I)	Other. *(Specify)* _____			

SECTION E—GUIDANCE INFORMATION

33. Please check the entrance requirements for your institution or your program. (Do NOT include tests advised or required for guidance or placement purposes.)

	ENTRANCE REQUIREMENTS	REQUIRED BY INSTITUTION (A)	REQUIRED BY PROGRAM (B)
(01)	Scholastic Aptitude Test (CEEB Series)		
(02)	Writing Sample (CEEB Series)		
(03)	Achievement Tests (CEEB Series)		
(04)	American College Testing Program Examination (ACT)		
(05)	Graduate Record Examination—Aptitude Test		
(06)	Graduate Record Examination—Advanced Test *(Please Specify)* _____		
(07)	Miller Analogy		
(08)	Standardized National Examination—Not Elsewhere Classified *(Please Specify)* _____		
(09)	Institution-Designed Examination		
(10)	Personal Interview		
(11)	Grade Point Average on a 4 Point System *(Please Specify)* _____		
(12)	Biographical Material		
(13)	Audition		
(14)	Portfolio		
(15)	Preference/Interest Tests		
(16)	Other *(Please Specify)* _____		

34. Does your institution accept credits earned by students in a two-year college?

☐ YES ☐ NO COMMENT? _____

35. How many completed applications were received for this program's MOST RECENT entering class?

[ ] NUMBER OF APPLICANTS

36. For your program, do you maintain a waiting list of qualified students who were not admitted at their first application?

☐ YES ☐ NO

If "YES", how long is a student's name maintained on the list?

_____ MONTHS

37. A. Excluding room and board, what is the total cost (tuition, similar fees, books, uniforms, and other charges) to students to complete the entire program? (From time of matriculation for GRADUATE programs; or time of entry shown in Item 13, Page 6, of this form, for UNDERGRADUATE programs.) Enter "0" if no charge is made to students. If you do not accept one or more of the following types of non-resident students please write "No" on the appropriate "Total Cost" line.

	RESIDENT (County/State)	NON-RESIDENT (Out-of-County)	NON-RESIDENT (Out-of-State)
TOTAL COST	_____	_____	_____

B. Indicate below which of the above expenses are included in the total costs.

[ ]	Tuition or Similar Fees	[ ]	Uniforms
[ ]	Books	[ ]	Instruments
[ ]	Lab Fees	[ ]	Other Supplementary Costs

C. Of the amount(s) listed in Question 37, A, how much of that figure comprises the cost of tuition or similar fees?

	RESIDENT (County/State)	NON-RESIDENT (Out-of-County)	NON-RESIDENT (Out-of-State)
COST OF TUITION OR SIMILAR FEE ONLY	_____	_____	_____

38. Check the types of financial aid available to students in your program.

(01) ☐ General Institutional Scholarships
(02) ☐ Specific Program Scholarships
(03) ☐ Federally Insured Loans
(04) ☐ Federal Government Scholarships
(05) ☐ Federal Government Loans
(06) ☐ State Government Scholarships
(07) ☐ State Government Loans
(08) ☐ Work/Study Programs
(09) ☐ Traineeships
(10) ☐ Salaries Paid By Institution or Clinical Affiliate
(11) ☐ Stipends
(12) ☐ G.I. Bill
(13) ☐ Fellowships
(14) ☐ Assistantships
(15) ☐ Others *(Specify)* _____

39. Do you assist your students in finding employment upon completion of this program?

☐ YES ☐ NO

If "YES", check below the type(s) of assistance given.

	BEFORE GRADUATION	AFTER GRADUATION
Formal *(Placement Office, etc.)*	☐	☐
Informal *(Faculty Contacts, etc.)*	☐	☐

40. Please list the name and title of the Program Director or other person who can be contacted for further information about this program.

NAME	TELEPHONE *(Area Code, Number, Ext.)*
TITLE	

41. Respondent to this survey form, if different than Program Director named above, should be entered below.

NAME	TELEPHONE *(Area Code, Number, Ext.)*
TITLE	

PLEASE USE SPACE PROVIDED ON PAGE 16 FOR ANY COMMENTS RELATING TO YOUR PROGRAM OR THIS QUESTIONNAIRE

Thank you for completing this survey. The information that you so kindly provided will be of great use to both guidance counselors and health planners. The space below has been set aside for any comments you might have concerning this survey.

PLEASE RETURN THIS COMPLETED QUESTIONNAIRE TO
AMERICAN SOCIETY OF ALLIED HEALTH PROFESSIONS
ONE DUPONT CIRCLE, N.W.
SUITE 300
WASHINGTON, D.C. 20036

O.M.B. NO. 68-S75071
Approval Expires: December 31, 1976

1975 Inventory of Health Occupations Education Programs in Two-Year and Four-Year Colleges and Universities

MAJOR CATEGORY INCLUSIONS

01	Administration, Planning, and Office	42	Nuclear Medicine
03	Biomedical Engineering	43	Nursing-Related Services
05	Clinical Laboratory Services	49	Pharmacy Services
07	Dental Services	58	Physician Extender
10	Dietetic and Nutritional Services	61	Podiatric Services
13	Emergency Services	67	Radiological Services
16	Environmental Services	70	Rehabilitation-Occupational
19	Health Education	73	Rehabilitation-Physical
95	Health Professionals Not Elsewhere Classified	76	Rehabilitation-Not Elsewhere Classified
22	Health-Related Teacher Preparation	80	Respiratory Therapy Services
25	Information and Communication	85	Social Services and Counseling
34	Medical Instrumentation and Machine Operation	88	Speech and Hearing Services
37	Medical Record	91	Veterinary Services
40	Mental Health	46	Vision Care

GLOSSARY OF OCCUPATIONAL TITLES

01 ADMINISTRATION, PLANNING, AND OFFICE personnel function at various levels to maintain and operate clinical offices and institutions and to plan for improved health care and delivery.

0105 Health Economist: Applies specialized knowledge of the laws of supply and demand, marketing, polling, econometrics, and motivation research to permit the efficient delivery of health services.

0110 Health Care Administrator: Occupies top-level positions in a variety of health care settings: hospitals, official health agencies, long-term care facilities, social service agencies, voluntary and tax paying health agencies, and public health agencies. Policy development, activity coordination, procedural development and planning are the primary functions of the position.

0115 Health Care Assistant Administrator: Occupies middle management positions in a variety of clinical and health care settings: hospitals, public and private health agencies, long-term care facilities, social service agencies.

0120 Health Planner: Works in state and areawide health planning agencies and related programs implementing community goals including planning and evaluating developmental policies.

0125 Health Systems Analyst: Develops and applies the principles of industrial and systems engineering, operations research, and management to the design, evaluation, and implementation of improved health care.

0136 Long-Term Care Administrator: Directs and coordinates all operations and activities of extended care facilities.

0140 Medical/Dental Secretary: Assists physicians and/or dentists through the use of medical shorthand, typing, filing, accounting, appointment scheduling, receptionist duties, and office management

0145 Medical Office Assistant: Assumes responsibility for routine administrative, clerical, and record-keeping procedures in a physician's office, assists the physician in medical examinations and treatments, and cares for medical equipment and supplies.

0150 Rehabilitation Administrator: Manages a rehabilitation agency's business aspects: personnel, budget control, public relations work, training, programs planning, and services coordination.

0155 Unit Clerk: Handles routine clerical and reception work in a floor nursing unit: receiving patients and visitors, scheduling appointments, monitoring the location of all ward staff, and where hospital policy permits, transcribing doctors' orders, ordering supplies, and up-dating information on patients' charts. (Ward Clerk)

0156 Unit Manager: Supervises and coordinates administrative management functions for one or more patient care units: oversees unit clerks, initiates clerical procedures and serves as a liaison for the unit with other hospital departments. (Ward Service Manager, Ward Supervisor)

03 BIOMEDICAL ENGINEERING personnel combine basic engineering and biomedical science in order to design, assemble, and adapt medical devices, instruments, and processes to improve the quality and cost in the delivery of medical health care.

0305 Biomedical Engineer: Utilizes engineering ideas and techniques in the development of new instruments, equipment, processes, and systems for the medical care of patients and the improvement of health systems.

0310 Biomedical Engineering Technician: Assembles, repairs, and adapts medical equipment to assist biomedical engineers, physicians, and scientists in the development and maintenance of medical equipment and systems for the delivery of medical and health care. (Biomedical Equipment Technician)

05 CLINICAL LABORATORY SERVICES personnel work in a clinical laboratory setting, collecting, mounting, processing, classifying and analyzing laboratory specimens.

0505 Specialist in Blood Bank Technology: Medical technologist, working under the direction of a pathologist, physician, or laboratory director, prepared to collect, classify, store, and process blood, including preparation of components from whole blood, detection and identification of antibodies in patient and donor bloods, and selection and delivery of suitable blood for transfusion.

0510 Chemistry Technologist: Works under the supervision of a pathologist, physician, or qualified scientist in performing qualitative and quantitative chemical analyses of body fluids and exudates, utilizing quantitative equipment and a wide range of laboratory instruments, to provide information for diagnosing and treating diseases.

0515 Cytotechnologist: Works under the supervision of a pathologist, physician or medical technologist, in handling, staining, mounting, and evaluating cells from the human body to determine cellular variations and abnormalities such as cancer and other physiologic changes.

0519 Hematologist: Directs and supervises analysis and testing of blood specimens, and interprets test results toward disease treatment. Directs operations of hospital blood bank, which involves supervision of hematology technologists, and blood bank technologists, and develops diagnostic reports for approval by the pathologist.

0520 Hematology Technologist: Works under supervision of a hematologist, medical technologist, or laboratory director, in performing quantitative, qualitative, and coagulation tests on cellular and plasma components of blood for use in the diagnosis and treatment of disease.

0525 Histologic Technician: Works under supervision of a pathologist or other qualified physician in sectioning, staining, and mounting human or animal tissues and fluid for microscopic study.

0530 Medical Laboratory Assistant: Works under the direct supervision of a medical technologist, pathologist, physician, or qualified scientist, in performing routine laboratory procedures requiring basic technical skills and minimal independent judgment, in chemistry, hematology, and microbiology. (Certified Laboratory Assistant)

0535 Medical Laboratory Scientist: Performs clinical analysis procedures and research in the medical clinical laboratories utilizing disciplines such as chemistry, biochemistry, bacteriology, and microbiology.

0540 Medical Laboratory Technician: Works under the supervision of a medical technologist, pathologist, or physician, in performing more complex or specialized bacteriological, biological, and chemical tests, requiring limited independent judgement or correlation competency, to provide data for use in the diagnosis and evaluation of effective treatment of disease.

0545 Medical Technologist: Performs a wide range of complex and specialized procedures in all general

areas of the clinical laboratory, making independent and correlation judgement, and working in conjunction with pathologists, physicians, and qualified scientists. May supervise and/or teach laboratory personnel.

0550 Microbiology Technologist: Works with a minimum of supervision by a pathologist, physician, or laboratory director, in performing many bacteriological, viral, parasitological, immunologic, and serologic procedures in a clinical laboratory setting.

0555 Public Health Laboratory Scientist: Performs clinical laboratory procedures and research with specific public health focus or within a public health setting.

0560 Prosector: Performs complete gross autopsies under the supervision of a physician, cuts blocks for slides, applies special stains for bacteria, and freezes sections for rapid diagnosis.

07 DENTAL SERVICES personnel render varieties of services to the dentist; they do general office work, laboratory work, and they assist the dentist at the chairside.

0720 Dental Assistant: Assists dentist at the chairside in dental operatory, performs reception and clerical functions, and carries out dental radiography and selected dental laboratory work.

0725 Dental Hygienist: Are professional oral health clinicians and educators who help the public develop and maintain optimum oral health. As members of the dental health team, dental hygienists perform preventive, restorative, and therapeutic services under the supervision of a dentist. Dental hygienists are the only licensed dental auxiliary and specific responsibilities vary, depending on the state dental practice act.

0730 Dental Technician: Prepared to construct complete and partial dentures, make orthodontic appliances, fix bridgework, crowns, and other dental restorations and appliances, as authorized by dentists. (Dental Laboratory Technician)

10 DIETETIC AND NUTRITIONAL SERVICES personnel translate nutritional needs into the selection, purchasing, preparation, and service of appropriate foods; along with maintenance of equipment, sanitation and cost control. They provide nutritional education to individuals and groups, and serve as nutritional consultants to health facilities and communities.

1005 Dietary Aide: Performs non-technical food preparation routines, as directed by a supervisor, serves meals to patients, and assists with food-related jobs in health care facilities. (Dietetic Aide)

1010 Dietetic Technician: Functions as middle management and service personnel in the nutritional care of individuals in health care facilities, assisting with the planning, implementation, and evaluation of food programs, working with both the food service supervisor and the dietitian and, where hospital policy permits, may train and supervise dietary aides. (Food Service Manager, Food Service Assistant, Food Service Technician)

1015 Dietitian: Applies the principles of nutrition and management in administering institutional food service programs, plans special diets at physician's requests, and instructs individuals and groups in the application of nutrition principles to the selection of food.

1020 Dietitian/Nutritionist: Trained in dietetics and/or nutrition.

1025 Dietetic Assistant: Writes food menus following dietetic specifications, coordinates food service to patients, orders supplies, maintains sanitation, and oversees the work of food service employees in health care facilities. (Food Service Supervisor)

1030 Nutritionist: Adapts and applies food and nutrient information to the solution of food problems, the control of disease, and the promotion of health, performs nutrition research, instructs groups and individuals about nutritional requirements, and helps people develop meal patterns to meet their nutritional needs.

13 EMERGENCY SERVICES personnel administer temporary medical help by responding to, evaluating, and assisting in emergency conditions.

1305 Ambulance Attendant: Provides first aid and assistance in the transportation of critically ill and injured persons.

1310 Emergency and/or Disaster Specialist: Develops and implements hospital-wide procedures for dealing with in-house and community emergencies and disasters.

1315 Emergency Medical Technician: Responds to medical emergency calls, evaluates the nature of the emergency, and carries out specified diagnostic and emergency treatment procedures under standing orders or the specific directions of a physician.

16 ENVIRONMENTAL SERVICES personnel inspect, evaluate, and gather data for their use in the design, operation, and control of systems for prevention and elimination of environmental hazards.

1605 Environmental Engineer: Applies engineering principles to the control, elimination, and prevention of environmental hazards such as air pollution, water pollution, solids pollution, and noise pollution. (Sanitary Engineer)

1610 Environmental Engineering Assistant: Works with and assists the environmental engineer in his tasks of designing and controlling systems to eliminate and control environmental health hazards.

1615 Environmental Health Technician: Assists in the survey of environmental hazards and performs technical duties under professional supervision in many areas of environmental health such as pollution control, radiation protection, and sanitation protection. (Sanitarian Technician)

1620 Environmentalist: Plans, develops, and implements standards and systems to improve the quality of air, water, food, shelter, and other environmental factors, manages comprehensive environmental health programs, and promotes public awareness of the need to prevent and eliminate environmental health hazards. (Sanitarian)

1623 Health Care Facilities Housekeeper: Develops, implements, and supervises techniques used to control, eliminate and prevent cross infection or other environmental hazards in health care facilities. Establishes standards and work procedures for the housekeeping staff in accordance with the established policies of the facility. Maintains budgets, inventories of supplies and equipment, and personnel hiring practices.

1625 Industrial Hygienist: Conducts programs in industry to measure, and help control, eliminate, and prevent occupational hazards and diseases.

1630 Sanitarian Aide: Collects and measures environmental sanitation conditions and implements corrective action on health hazards for which specific guidelines exist.

19 **HEALTH EDUCATION personnel acquaint groups and individuals with the standards of optimum health and the principles of achieving and maintaining optimum health.**

1905 Community/Public Health Educator: Alerts community groups and individuals to changing patterns of health care, to health hazards, and to activities which will promote community health and safety.

1910 School Health Educator: Teaches elementary, secondary, and college students principles of personal health sciences, total fitness, family living, consumer and environmental health, and community health trends and resources.

1915 Health Educator: Influences public attitudes toward achieving and maintaining high standards of health care through teaching and utilizing school and community resources as well as providing consultation to school administrators, health councils, and community groups.

95 **HEALTH PROFESSIONALS NOT ELSEWHERE CLASSIFIED**

9505 Biostatistician: Uses statistical theory, techniques, and methods to determine useful measurements or meaningful relationships of information relating to health or disease.

9510 Epidemiologist: Concerned with determining the distribution and causal factors of health problems, encompassing areas such as acute and chronic illness, communicable diseases, behavioral disorders, alcoholism, and drug abuse.

9515 Health Physicist: Directs research, training, and monitoring programs to protect hospital patients and laboratory personnel from radiation hazards, inspects and evaluates standards and decontamination procedures and develops new methods to safeguard man and his environment against unnecessary radiation exposure.

9520 Health Physics Technician: Monitors radiation levels, gives instructions in radiation safety, labels radioactive materials, and assists the health physicist in conducting experimental studies in radiation.

9525 Population and Family Planning Specialist: Uses demography, demographic techniques, and reproductive physiology to plan, conduct, and evaluate family planning programs.

9530 Public Health Practitioner—Not Elsewhere Classified: Professionally trained to work in a public health capacity not specifically defined elsewhere in this GLOSSARY.

9535 Toxicologist: Concerned with the nature and extent of the injurious response to the ingestion of chemical compounds, and the determination of safe levels of exposure or ingestion in man and other species.

9536 Vocational Evaluator: Assesses needs of those with employment handicaps as a result of physical, mental, or emotional disability. Evaluates work behavior and vocational potential by collecting and or administering and interpreting relevant biographical data, task data, work samples, psychometrics and

situational assessments, and interprets findings to the rehabilitation counselor.

22 HEALTH-RELATED TEACHER PREPARATION combines teaching skills and health expertise in preparing: (1) Instructors of individuals who are physically disabled, emotionally disturbed, or mentally retarded; and (2) Allied Health Professionals who desire to teach within their specialty area.

2205 Allied Health Educator: Teaches the specialty in which he was trained to students being prepared in the discipline. May also supervise other individuals in his occupation.

2210 Teacher of the Deaf: Adapts methods and curricula in the teaching of special skills, elementary, and secondary school subjects to deaf and hard-of-hearing pupils.

2215 Teacher of the Emotionally Disturbed: Conducts educational programs for emotionally disturbed pupils.

2220 Teacher of the Learning Disabled: Develops and implements educational programs to assist children in overcoming or compensating for learning disabilities such as aphasia, dsylexia, or other related problems.

2225 Teacher of the Mentally Retarded: Develops and implements educational programs for trainable or educable mentally retarded persons according to the pupil's level of learning.

2230 Teacher of the Physically Handicapped: Develops and implements academic and recreational programs for handicapped persons after evaluating the physical limitations, abilities, and needs of the individuals.

2232 Teacher of Special Education—Not Elsewhere Classified: Develops and implements educational programs suited to the needs of students with physical disabilities, mental retardation, or emotional disturbances.

2235 Teacher of the Visually Handicapped: Teaches academic and practical skills to the blind or visually handicapped through the use of braille and other specialized methods.

25 INFORMATION AND COMMUNICATION personnel apply a communications orientation to the development, presentation, organization, and recording of medical facts and material for the benefit of medical personnel and the general public.

2505 Health Writer: Specializes in the writing of health or medical materials.

2510 Medical Communications Specialist: Knows the properties and capabilities of communications media and applies this knowledge to the design and improvement of communication processes in the health field.

2515 Medical Computer Specialist: Combines a knowledge of computer science and health science to provide systems and programming support in the medical field.

2520 Medical Illustrator: Demonstrates medical facts by the creation of illustrations, models and teaching films; serves as a consultant, advisor, and administrator in the field of medical illustration.

2525 Medical Librarian: Combines a degree in library science with specialized knowledge of medical librarianship and bibliography, to acquire, organize, catalog, retrieve, and disseminate medical information.

2530 Medical Library Assistant: Combines training in library technology and health subjects to assist medical librarians in the process of acquiring, organizing, cataloging, retrieving, and disseminating medical information.

2535 Medical Photographer: Visually presents medical facts by means of lantern slides, motion pictures, photographs of patients, reproduction of x-rays, and/or photomicrographs.

34 MEDICAL INSTRUMENTATION AND MACHINE OPERATION personnel maintain and/or operate equipment and instruments which supplement and support body functions or which provide diagnostic or therapeutic services.

3405 Cardiopulmonary Technician: Performs a wide range of tests related to the functions and therapeutic care of the heart-lung system, operates and maintains a heart-lung machine for extra-corporeal circulation, assists in cardiac catheterization and cardiac resuscitation, and assists in the post-operative monitoring, care, and treatment of heart-lung patients.

3412 Circulation Technologist: Operates and designs heart-lung machines, dialysis machines, artificial organs, and similar circulation devices and monitoring instruments to provide circulatory support to patients.

3415 Dialysis Technician: Operates and maintains an artificial kidney machine following approved methods and techniques to provide dialysis treatment for patients with kidney disorders or failures.

3420 Electrocardiographic Technician: Operates and maintains electrocardiograph machines, records electromotive variation in heart muscle action, and provides data for diagnosis and treatment of heart ailments by physicians.

3425 Electroencephalographic/Electrocardiographic Technician: Operates and maintains both electroencephalographic and electrocardiographic machines.

3430 Electroencephalographic Technologist/Technician: Operates and maintains electroencephalographic machines, recording brain waves on a graph to be used by physicians in the diagnosis of brain disorders.

3435 Electromyographic Technician: Assists physicians in recording and analyzing bioelectric potentials which originate in muscle tissue, including the operation of various electronic devices, maintenance of electronic equipment, assisting with patient care, and record-keeping.

37 MEDICAL RECORD **personnel plan, organize and manage patient information systems and statistical reports for medical and administrative staff use and health care research.**

3705 Medical Record Administrator: Plans, designs, develops, and manages systems of patient information, administrative and clinical statistical data, and patient medical records, in all types of health care institutions.

3710 Medical Record Technician: Serves as the skilled assistant to the medical record administrator, carrying out the technical work of coding, analyzing, and preserving patients' medical records and compiling reports, disease indices, and statistics in health care institutions.

3715 Medical Transcriptionist: Skilled in typing, medical spelling, medical terminology, and the proper format of medical records and reports; prepared to transcribe medical dictation using mechanical dictating equipment.

40 MENTAL HEALTH **personnel assist the health professionals in the prevention and treatment of mental disorders through recreational, occupational, and educational programs.**

4002 Human Services Technologist/Technician: Employs skills as a generalist, based upon knowledge of human behavior and social problems in settings providing mental health and social rehabilitation services; employs a whole person, noncustodial approach to treating the symptomatic and causative elements that affect the individual's ability to respond to his social environment.

4005 Mental Health Associate/Technician/Assistant: Works under the supervision of professional personnel in supplementing physical care for persons with emotional problems through recreational, occupational, and readjustment activities, including participation in group therapy with clients and families; refers patients to community agencies and visits patients after their release from an institution.

4010 Mental Health Technologist: Works with other mental health professionals in diagnosing psychiatric disorders, counseling and planning treatment for the emotionally disturbed or mentally retarded.

4015 Mental Retardation Aide: Works under the supervision of a professional staff in attending to the physical needs and well-being of mentally retarded patients and in assisting with teaching and recreation processes.

4020 Psychiatric Technician: Works under the supervision of professional and/or technical personnel in caring for mentally ill patients in a psychiatric medical care facility; assists in carrying out the prescribed treatment plan for the patient; maintains consistent attitudes in communicating with the patient in keeping with the treatment plan, and carries out assigned individual and group activities with patients. (Psychiatric Aide)

42 NUCLEAR MEDICINE **personnel prepare or use radioactive nuclides in laboratory procedures, scanning-imaging, and function studies for diagnostic, therapeutic, and research purposes.**

4205 Nuclear Medicine Technologist/Technician: Performs a wide variety of diagnostic tests in human beings and/or on body fluids utilizing radioactivity and/or stable nuclides. Also applies radioactivity in the course of treatment. Makes independent judgements under the general guidance of a nuclear medicine physician.

43 NURSING-RELATED SERVICES **personnel assist the physician in bedside patients care, and provide specialty services as required by institutional and community needs.**

4342 Nurse Aide/Orderly: Performs tasks delegated or assigned by the professional nursing staff.

including assisting in providing direct patient care of a routine nature, making beds, delivering messages, counting linens, and escorting patients to other departments in the hospital. May also include, where hospital policy permits, the taking of vital signs, and in the case of orderlies, includes performing heavier work in the nursing unit and maintaining equipment and may include setting up of traction and performing male catheterization. (Nurse Assistant, Nurse Aide, Orderly, Hospital Attendant, Nurse Attendant)

4345 Nurse Anesthetist: Registered nurse prepared to work under an anesthesiologist or physician in administering anesthetic agents to patients before and after surgical and obstetrical operations and other medical procedures.

4350 Nurse-Midwife: Assumes responsibility for the care of apparently normal obstetrical patients during pregnancy, labor, delivery and postnatal period.

4355 Nurse Practitioner: Registered nurse prepared to carry out functions previously performed by the general practitioner or physician specialist; collaborates with other health professionals in planning and instituting programs for the delivery of primary, acute, or chronic care; provides direct care to clients by making independent decisions about nursing care needs.

4360 Obstetrical Technician: Assists in the care of mothers in labor and delivery rooms before, during and after delivery under supervision of professional personnel, including hygienic procedures, routine laboratory work, and sterilization of equipment and supplies.

4365 Operating Room Technician: Works as general technical assistant on the surgical team by arranging supplies and instruments in the operating room, maintaining antiseptic conditions, preparing patients for surgery and assisting the surgeon during the operation.

4371 Geriatric Care Worker: Administers to the needs of aged patients, bringing to the task an understanding of the problems of institutionalization, economic needs, and attitudes toward the elderly as these concepts relate to this specific population.

49 **PHARMACY SERVICES personnel assist the pharmacist in selected activities in pharmacy departments to provide pharmaceutical services to patients, nurses, and physicians.**

4919 Medication Pharmacy Technician: Works under the supervision of a pharmacist; administers drugs to patients except for intravenous medications.

4922 Pharmacy Technician: Assists the pharmacist in selected activities including medication profile reviews for drug incompatibilities, typing prescription labels, prescription packaging, handling of purchase records, inventory control, and may, where hospital policy and state law permit, administer drugs to patients under the supervision of a registered pharmacist.

58 **PHYSICIAN EXTENDER personnel render direct and specific assistance to the physician specialist and general practitioner in clinical and research endeavors, taking medical histories, performing detailed physical examinations, and conducting visual, auditory, developmental, and laboratory tests.**

5805 Physician Assistant-Primary Care: Performs physician-delegated functions in the areas of general practice, including family medicine, internal medicine, pediatrics, obstetrics, and emergency medicine.

5810 Physician Assistant-Specialty: Performs functions delegated by a clinical specialist in specific areas of patient care: urology, surgery, pathology, orthopedics, etc.

61 **PODIATRIC SERVICES personnel work under the direct supervision of the podiatrist, performing supplementary duties for the foot specialist.**

6120 Podiatric Assistant: Supports the podiatrist in his service to patients by preparing patients for treatment, sterilizing the instruments, performing general office duties, and assisting the podiatrist in preparing dressings, administering treatments, and developing x-rays.

67 **RADIOLOGICAL SERVICES personnel use ionizing radiation for diagnostic, therapeutic, and research purposes.**

6705 Medical Radiation Dosimetrist: Calculates radiation dosage in the treatment of malignant disease and plans the direction of radiation to its target in the safest way.

6710 Radiation Therapy Technologist/Technician: Administers x-rays and electron beam equipment in order to treat disease in patients and assists in preparing and handling radioactive materials for therapy purposes.

6715 Radiologic Technologist/Technician: Maintains and safely uses equipment and supplies necessary to demonstrate portions of the human body on

x-ray film or fluoroscopic screen for diagnostic purposes. May supervise and/or teach radiologic personnel. (X-Ray Technician)

6720 Ultrasound Technical Specialist: Uses acoustic energy for diagnosis, research, and therapy, operates ultrasound equipment to obtain diagnostic results, evaluates results for quality of technique, and in emergency situations, makes interim reports to medical staff.

70 REHABILITATION—OCCUPATIONAL personnel use work-related skills in treating or training patients who are physically or mentally ill, in preventing disability, in evaluating behavior, and in restoring disabled persons to health, social, or economic independence.

7005 Manual Arts Therapist: Uses industrial arts, workshops, and agricultural activities to assist in the rehabilitation of patients.

7010 Occupational Therapist: Evaluates the self care, work, and play/leisure time task performance skills of well and disabled clients of all age ranges; plans and implements programs, social and interpersonal activities designed to restore, develop and/or maintain the client's ability to accomplish satisfactorily those daily living tasks required of his specific age and necessary to his particular occupational role adjustment.

7015 Occupational Therapy Assistant: Works under the supervision of an occupational therapist in evaluating clients, planning and implementing programs designed to restore or develop a client's self care, work, and play/leisure time task performance skills. Although the assistant requires supervision in conducting a remedial program, he can function independently when conducting a maintenance program.

7020 Rehabilitation Homemaking Specialist: Trains disabled homemakers to perform normal household activities in spite of their disability.

73 REHABILITATION—PHYSICAL personnel use physical agents, assistive devices and therapeutic exercise for the prevention of disease and disability and toward restoration of function to disabled persons.

7305 Corrective Therapist/Adapted Physical Education Director: Provides medically prescribed programs of therapeutic exercise to physically and mentally ill patients to prevent muscular deconditioning resulting from inactivity and to attain resocialization and specific psychiatric objectives.

7310 Exercise Physiologist: Works with clinicians in hospitals with rehabilitation programs to provide exercise stress testing and cardiovascular rehabilitation for patients.

7312 Orthopedic Technician: Sets up traction rooms, applies all types of traction, makes casts, applies splints, and may train patients to operate a circle-o-bed.

7315 Orthotic/Prosthetic Assistant: Assists the orthotist/prosthetist in caring for patients by making casts, measurements, and model specifications and fitting supportive appliances and/or artificial limbs.

7320 Orthotic/Prosthetic Technician: Fabricates and repairs supportive appliances and/or artificial limbs under the guidance of the orthotist/prosthetist and his assistant.

7325 Orthotist/Prosthetist: Writes specifications for, makes, fits, and repairs braces and appliances and/or artificial limbs following the prescription of physicians.

7330 Physical Therapist: Uses physical agents, biomechanical, and neurophysiological principles, and assistive devices in relieving pain, restoring maximum function, and preventing disability following disease, injury or loss of bodily part.

7335 Physical Therapy Assistant: Assists the physical therapist by assembling equipment, carrying out specified treatment programs, and helping with complex treatment procedures. Other duties include responsibility for the personal care of patients, safety precautions, routine clerical and maintenance work.

76 REHABILITATION NOT ELSEWHERE CLASSIFIED personnel apply the principles of rehabilitation to diversified areas of therapeutic technique, such as education, fine arts, and recreation.

7605 Art Therapist: Applies the principles and techniques of art to the rehabilitation of physically and mentally ill patients.

7610 Dance Therapist: Applies the principles and techniques of dance to the rehabilitation of physically and mentally ill patients.

7615 Educational Therapist: Instructs patients in academic and vocational subjects to further their medical recovery and prevent mental deconditioning.

7620 Music Therapist: Uses individual and group musical activities with physically and mentally ill patients to accomplish therapeutic aims, to create an environment conducive to treatment, or to influence behavior.

7625 Recreational Therapist: Plans, organizes, and directs medically approved recreation programs such as sports, trips, dramatics, arts and crafts, either to help clients in recovery from illness or in coping with temporary or permanent disability.

7630 Recreational Therapy Technician: Assists the recreational therapist in conducting medically approved recreation programs such as sports, trips, dramatics, arts and crafts.

7635 Rehabilitation Therapy Assistant: Prepared by a general orientation to various rehabilitation specialties to assist the professional therapist in carrying out rehabilitation programs.

80 RESPIRATORY THERAPY SERVICES personnel, under medical direction, treat, manage, control, and perform diagnostic evaluations in the care of patients with deficiencies and abnormalities in the cardio-pulmonary system.

8040 Respiratory Therapist: Administers respiratory care under the direction of a physician, evaluating the patient's progress, and making recommendations for respiratory therapy. His proficiencies include ventilatory therapy, cardio-respiratory rehabilitation, microenvironmental control, and diagnostic testing of the respiratory system. (Inhalation Therapist)

8045 Respiratory Therapy Technician: Routinely treats patients requiring non-critical respiratory care, and recognizes and responds to a limited number of specified patient respiratory emergencies.

85 SOCIAL SERVICES AND COUNSELING personnel use individual or group counseling techniques and/or provide services offered by social agencies to assist individuals in personal and/or social adjustment.

8505 Alcohol/Drug Abuse Specialist: Advises and assists people in their efforts to overcome personal, family, and social problems that are manifested in alcoholism and drug addiction.

8510 Clinical Pastoral Counselor: Combines a knowledge of health and religion in counseling the confined ill and disabled.

8515 Community Health Worker: Assists people in the community with medical, social, or mental health problems, in finding and utilizing sources of available help.

8520 Genetic Assistant: Obtains complete genetic case histories from families of patients with inherited diseases and birth defects to be used in genetic counseling.

8525 Genetic Counselor: Counsels clients as to the origin, transmission and development of hereditary characteristics and their relations to birth abnormalities.

8530 Homemaker/Home Health Aide: Assists with meals, shopping, household chores, bathing, and the other daily living needs, both physical and emotional, of elderly, ill, or disabled persons, working under professional supervision required by the situation.

8535 Medical Social Worker: Prepared to identify and understand the social and emotional factors underlying patients' illness and to communicate these factors to the health team; to assist patients and their families in understanding and accepting the treatment necessary to maximum medical benefits and their adjustment to permament and temporary effects of illness; to utilize resources, such as family and community agencies, in assisting patients to recovery.

8536 Medical/Psychiatric Social Worker: Provides the link between organized social services and those who need the services in order to solve social or medical problems. Through casework, groupwork, and community organization, assumes responsibility for aiding families and individuals with problems resulting from severe physical, mental, or emotional disabilities.

8540 Psychiatric Social Worker: Serves as a liaison between the psychiatrist, patient, and patient's family, to provide counseling and emotional support to the patient, and to contribute to the evaluation and diagnosis of mental disorders as a member of the psychiatric team.

8542 Rehabilitation Counselor: Helps disabled individuals become aware of and secure rehabilitation services designed to fit the disabled person for gainful employment, assists in job placement and checks on job satisfaction after employment.

8543 Rehabilitation Counselor Aide: Aids the rehabilitation counselor in developing and implementing a rehabilitation plan for an individual; under supervision, he may conduct client interviews, locate and file data about employment opportunities, match clients with jobs available, and locate additional individuals in need of counseling or rehabilitation services.

8545 School Health Aide: Assists the physician or nurse with physical examinations and programs to improve or maintain students' health.

8546 Child Care Worker: Under supervision, implements activity and training programs which provide a preventive and therapeutic environment for mentally ill and emotionally disturbed children and adolescents. Trains children in self-help skills through intensive group sessions involving structured daily activities and reinforcement of other therapeutic experiences; records, evaluates, and reports progress of patients.

88 SPEECH AND HEARING SERVICES personnel evaluate, record, habilitate, and research speech and hearing disorders in children and adults.

8805 Audiologist: Evaluates hearing function and performs research related to hearing; plans, directs, and conducts habilitative programs designed to improve the communication efficiency of individuals with impaired hearing.

8806 Audiologist (Pre-Master's): Qualified for entry into graduate-level training as an Audiologist.

8810 Speech/Hearing Therapy Aide: Assists in testing, evaluating, and treating the problems of people with speech and hearing difficulties.

8815 Speech Pathologist: Evaluates, habilitates, and performs research related to speech and language problems; plans, directs, and conducts remedial programs designed to restore or improve communication efficiency of individuals with language and speech impairments, whether arising from physiological neurological disturbances, defective articulation, or foreign dialect in children or adults.

8816 Speech Pathologist (Pre-Master's): In certain areas, treats speech and language disorders in children and adults, and is prepared for graduate work in Speech Pathology.

8820 Speech Pathologist/Audiologist: Evaluates and habilitates hearing, speech, and language disorders, such as neurological disturbances, defective articulation, or foreign dialect in children or adults.

8821 Speech Pathologist/Audiologist (Pre-Master's): In certain areas, evaluates and treats speech, and language disorders in children and adults, and is prepared for graduate work in Speech Pathology or Audiology.

91 VETERINARY SERVICES personnel work with the care, use, production, and husbandry of animals in a medical setting.

9120 Laboratory Animal Specialist: Manages the husbandry, production, and use of laboratory animals including responsibility for the sanitation, caging, safety, and nutrition of animals and the business management of the animal laboratory.

9125 Laboratory Animal Worker: Cares for the health of laboratory animals used in research by feeding the animals, cleaning cages, preparing the animals for experiments, administering medications, and keeping records on laboratory procedures.

46 VISION CARE personnel work with or carry out the prescriptions of the ophthalmologist and optometrist. Their duties include ophthalmic examinations, treatment, and correction of ophthalmic disorders by physical or mechanical measures.

4620 Ophthalmic Assistant/Technician: Assists the ophthalmologist in eye examinations and in the treatment of eye diseases and disorders.

4625 Ophthalmic Dispenser: Adapts and fits corrective eyewear as prescribed by the ophthalmologist or optometrist.

4630 Ophthalmic Laboratory Technician: Operates machines to grind lenses and fabricate eyewear to prescription.

4631 Ophthalmic Optician: Grinds lenses and fabricates eyewear, as well as adapts and fits corrective eyewear according to prescription by the ophthalmologist or optometrist.

4635 Optometric Assistant/Technician: Assists an optometrist in diversified ways, including general office duties, vision testing patients, administering eye exercises, preparing and fitting corrective lenses, and styling eyewear.

4640 Orthoptist: Works under supervision of an ophthalmologist in testing for certain eye muscle imbalances and teaching the patient exercises to correct eye-coordination defects.

1976 AHA

SURVEY DOCUMENTS

22i

Please return no later than MARCH 26, 1976 to the American Hospital Association, 840 North Lake Shore Drive, Chicago, Illinois 60611

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
PUBLIC HEALTH SERVICE
HEALTH RESOURCES ADMINISTRATION
BUREAU OF HEALTH MANPOWER
IN COLLABORATION WITH THE

AMERICAN HOSPITAL ASSOCIATION

1976 SURVEY OF HEALTH OCCUPATIONS TRAINING PROGRAMS IN HOSPITALS
QUESTIONNAIRE 1

Office of Management and Budget No. 68-R75072
Approval Expires November 30, 1976

AHA Number

RETURN OF QUESTIONNAIRE: Since the return of all questionnaires is essential to assure reliable results, please return the questionnaire even if your hospital has no training programs.

SCOPE OF THE SURVEY: This survey is concerned only with nursing and allied health training programs at your hospital which have all of the characteristics listed in Section A, below. Please read and complete Section A, and proceed per the instructions provided.

SECTION A – PROGRAM CRITERIA

INSTRUCTION: Please read the 4 items below and indicate in the appropriate box whether or not your hospital has one or more nursing or allied health training programs meeting ALL 4 of the following:

PROGRAM CRITERIA

(a) Is IN OPERATION or READY TO BE PUT INTO OPERATION when contacted;
(b) Is designed to train persons in the fields of NURSING or ALLIED HEALTH (Exclude training programs focusing on maintenance or clerical service staff);
(c) Prepares persons for service in an OCCUPATION or as an OCCUPATIONAL SKILL LEVEL NEW to them (Exclude programs that are primarily orientation, refresher courses, and continuing education); and
(d) Includes a minimum of 36 CLOCK HOURS total of instruction/training, BASED ON A WRITTEN OUTLINE, which is given either in the classroom, or in a work-related location, or at both sites.

Does your hospital have one or more nursing or allied health training programs which meet ALL 4 of the above criteria?

YES ☐ NO ☐

IF YES, please proceed to SECTION B and complete the questionnaire for the specific programs meeting the 4 criteria. Do not include in Section B any programs or plans reported that do not possess all of the above characteristics.

IF NO, please stop. Please sign and return the questionnaire in the enclosed self-addressed envelope. Thank you.

SECTION B – INDIVIDUAL PROGRAM IDENTIFICATION

NOTE: Please do not complete this section unless you responded "YES" to the Question above. If you responded "YES", complete this section only for those programs meeting ALL 4 program criteria.

INSTRUCTIONS

Please mark with an X

(1) the type of organization in which either the students/trainees for every new each individual program
(2) the type of organization in which the principal administrative office of the program are located

DEFINITIONS FOR INSTRUCTIONS (1) AND (2) ABOVE.

(1) A STUDENT/TRAINEE is an individual who receives education or training as a program meeting all 4 program criteria. He may be an employee of a hospital or a nonemployee. He may be considered by the program administrators to be either a student, a trainee, or both.

(2) The PRINCIPAL ADMINISTRATIVE OFFICE OF THE PROGRAM is, for purposes of this survey, the office of the director of the program. If the program does NOT have a designated director, then this office will be either the business office or the program (where students/trainees pay fees) or the personnel office of the program (where students/trainees do NOT pay fees).

For AHA use only	PROGRAM	(1) Students/trainees are selected for entry into the program by (Check as many as applicable)				(2) The principal administrative office of the program is located in (Check one category only)			
		Your Hospital	Another Hospital	Junior or Senior College	Another institution (for example, high school)	Your Hospital	Another Hospital	Junior or Senior College	Another institution (for example, high school)
	CLINICAL LABORATORY SERVICES	COL 12	COL 13	COL 14	COL 15	COL 16	COL 17	COL 18	COL 19
0505	Specialist in Blood Bank Technology								
0515	Cytotechnologist								
0520	Hematology Technician								
0525	Histologic Technician								
0530	Medical Lab. Assistant								
0540	Medical Lab. Technician								
0545	Medical Technologist								
	DIETETIC AND NUTRITIONAL SERVICES								
1005	Dietary Aide								
1010	Dietetic Technician								
1015	Dietitian								
1025	Food Service Supervisor								
	EMERGENCY SERVICES								
1305	Ambulance Attendant								
1315	Emergency Medical Technician								
	INFORMATION AND COMMUNICATION								
2535	Medical Photographer								
	MEDICAL INSTRUMENTATION								
2405	Cardiopulmonary Technician								
2415	Cardiac Technician								
2420	Electroencephalographic Technician								
2425	Electrocardiographic, Electroencephalographic Technician								
2430	Electroencephalographic Technologist Technician								
6900	Respiratory Therapist								

CIP-ASJA code (no dots)	PROGRAMS	11 Students in areas of work and fields of study in which classes are offered				12 The primary administrative office of the program is located in (Check one response only)			
		From this college	Another college	Other or further study	Another institution (not a college)	From this college	Another college	Other or further study	Another institution (not a college)
	MEDICAL RECORDS	COL 12	COL 13	COL 14	COL 15	COL 16	COL 17	COL 18	COL 19
3710	Medical Assistant								
3711	Medical Transcriptionist								
	MENTAL HEALTH								
4805	Alcohol and Drug Abuse Assistant								
4806	Developmental Disabilities Assistant								
4815	Mental Retardation Aide								
4839	Psychiatric Aide								
4821	Activities Therapist Aide								
	NUCLEAR MEDICINE								
4288	Nuclear Medicine Technologist Technician								
	NURSING SERVICES								
4301	Nurse, Associate								
4338	Nurse, Licensed Practical								
4342	Nurse Aide/Orderly								
4343	Advanced Nurse Aide/Orderly								
4345	Nurse, Assistant								
4388	Nurse, Visiting								
4356	Nurse, Practitioner								
4360	Obstetric Technician								
4380	O.R. Surgical Technician								
3198	Unit Clerk (Ward Clerk, Ward Secretary)								
3158	Unit Manager								
	NURSE SPECIALTY AND OTHER RELATED								
4819	Nurse (Licensed Specialty Extension Care Practitioner Care)								
4832	Nurse (Licensed Specialty Family Nurse Practitioner Adult Clinical)								
4884	Nurse (Licensed Specialty Perioperative Technician)								
4804	Nurse (Licensed Specialty Psychiatric)								
	Nurse, Junior (Licensed Specialty (Please specify)								
	Nurse, Junior (Licensed Specialty (Please specify) Master's Program								
	PHARMACY SERVICES								
4829	Pharmacy Technician								
	PHYSICIAN EXTENDER PERSONNEL								
5384	Physician Assistant - Primary Care								
5318	Physician Assistant - Specialty								
	RADIOLOGICAL SERVICES								
5710	Radiation Therapy Technologist								
5711	Radiologic Technologist								
	SOCIAL SERVICES AND COUNSELING								
5505	Alcohol/Drug Abuse Counselor								
5510	Human Services Counselor								
	OTHER (Please specify)								

SIGNATURE: _____ DATE: _____

Please print the name, title and phone number of the person completing this questionnaire.

NAME: _____

TITLE: _____ PHONE: _____

PLEASE RETURN BY SEPTEMBER 30, 1976, TO THE AMERICAN HOSPITAL ASSOCIATION, 840 NORTH LAKE SHORE DRIVE, CHICAGO, ILLINOIS 60611

FOLLOW-UP MAILING

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
PUBLIC HEALTH SERVICE
HEALTH RESOURCES ADMINISTRATION
BUREAU OF HEALTH MANPOWER
IN COLLABORATION WITH THE
AMERICAN HOSPITAL ASSOCIATION

Office of Management and Budget No. 68-S75072; Approval Expires November 30, 1976

1976 SURVEY OF HEALTH OCCUPATIONS TRAINING PROGRAMS IN HOSPITALS

QUESTIONNAIRE II — MAY 1976

Hospital File Copy

Introduction —

This questionnaire is the basis for the publication, *Health Occupations Training Programs Administered by Hospitals: A Directory*, and provides important data for health planners and student counselors. Your hospital has responded to an earlier questionnaire and indicated that the program recorded on the label above should be included in the Directory.

Please complete this questionnaire as soon as possible and return it to your administrator, who will forward it to the American Hospital Association.

To classify programs properly and thus enhance the value of the Directory, it is especially important to complete accurately the questions regarding educational requirements (question 5), frequency of offering (question 6), length of program (question 9), accreditation status (question 11), and number of individuals completing the program (questions 16 and 17).

If you need additional copies of this questionnaire, please contact your administrator. If you have any questions about the survey, please call James Hauge or Peter Kralovec of the American Hospital Association at (312) 645-8265.

FOR AHA USE ONLY
Card 1
COL
14-80

A. PROGRAM DETERMINANTS

1. By what title is the program listed on the label on the front page known at your hospital?

_____

2. Does your program have the following characteristics?

	Yes	No	
a) Is in operation or ready to be put into operation when needed	☐	☐	Card 2 COL 14
b) Is independently administered by the hospital (NOT part of a junior or senior college degree program, cooperative program with a high school/vocational school, or a correspondence course)	☐	☐	15
c) Includes at least 36 clock hours total of instruction, based on a written outline, which is given either in the classroom, or in a work-related location, or at both sites	☐	☐	16
d) Is designed to train persons in the fields of nursing or allied health (EXCLUDES training programs focusing on maintenance or central service staff)	☐	☐	17
e) Prepares persons for service in an occupation or at an occupational skill level new to them (EXCLUDES programs that are *primarily* orientation, refresher courses, and continuing education)	☐	☐	18

If the program *does not* have ALL of the above characteristics, please skip the remaining questions, sign, date, and *return the questionnaire* to the American Hospital Association.

If the program *does* have ALL of the above characteristics, please complete the questionnaire.

DEFINITION

A STUDENT/TRAINEE is an individual who receives education or training in a program as defined above in question 2. He may be an employee of a hospital or a nonemployee. He may be considered by the program administrators to be either a student, a trainee, or both.

3a. Please review the *Glossary of Occupational Titles* and indicate below the code number of the occupation which most closely resembles that for which the students/trainees are being trained.

Occupational Title Code ☐☐·☐☐ 19-22

3b. If no title approximates the occupation for which the students/trainees are being trained, please give the occupational title and description of the occupation

Occupational Title _____ 23 ☐

Description _____ 24 ☐

_____

_____

_____

_____

B. BACKGROUND INFORMATION

4. Which of the following definitions describes the program? (Check one only)

☐ **Basic Occupational Preparation:** Program designed to provide students/trainees with the knowledge and skills needed to work in a specific occupation at the entry level of that occupation. Entry into the program does not necessarily require previous formal training, but may build on previous practical experience or informal training. Typically, this type of program grants the "first professional degree," leads to certification or licensure, or prepares the student/trainee for an entry-level job.

☐ **Advanced Education or Training:** Program designed to provide health workers with education or training beyond that which is offered as "Basic Occupational Preparation," and/or confers additional professional recognition in a specific discipline or occupation. This type of program includes *specialty training* to qualify an individual in a recognized specialty of his discipline, for which there are specific educational requirements beyond "Basic Occupational Preparation." Included here would be programs such as nurse specialty programs.

5a. Is the prior completion of a minimum educational level or of specific health training required for entry into the program?

☐ Yes ☐ No If No, skip to question 6a.

5b. If Yes, what is that level and/or what is that training?

MINIMUM EDUCATIONAL LEVEL

01 ☐ Some high school (specify minimum grade_____)
02 ☐ High school graduation or certificate of high school equivalency (G.E.D.)
03 ☐ Less than 2 years of college
04 ☐ 2 years of college (without degree)
05 ☐ Associate degree
06 ☐ 3 years of college
07 ☐ 4 years of college (without degree)
08 ☐ Bachelor's degree
09 ☐ Master's degree
10 ☐ Ph.D. or Ph.D. candidate
11 ☐ Seminary education
12 ☐ Other academic education (please specify) _____

_____

SPECIFIC HEALTH TRAINING

31 ☐ Radiologic Technologist preparation
32 ☐ Medical Technologist preparation
33 ☐ Registered Nurse preparation
34 ☐ LPN (LVN) training
35 ☐ Nursing aide training
36 ☐ Other specific health training e.g., Ambulance Attending, First Aid, etc. (please specify) _____

_____

_____

Card 25 ☐

28

27-28 ☐☐

29-30 ☐☐

Card 2

6a. Normally, how often do students/trainees enter the program? (Check one only) 39-40

01 ☐ No regular schedule (program offered as needed)

02 ☐ Scheduled once a year

03 ☐ Scheduled more than once a year _____ times per year 41-42

04 ☐ Other schedule (please specify) _____

6b. How many times has a training session begun or a class entered the program in the past three calendar years (1973, 1974, 1975)? _____ 43-45

7a. If date is known, in what calendar year did the program as presently administered first accept students/trainees? _____ 46-49

7b. If date is not known, please estimate the number of years this program has been in operation. _____ years.

8a. As part of this program do students/trainees receive any part of their education/training at another institution?

☐ Yes ☐ No If No, skip to question 9a. 50

8b. If Yes, please specify with an (x) the nature of the education/training.

	Education/training	1 High school	2 Junior college	3 4-Year college or university	4 Another hospital	5 Nursing home	6 Other (please specify)
1	Provides basic science courses						
2	Psychiatric nursing experience						
3	Pediatric nursing experience						
4	Other nursing experience (please specify)						
5	Clinical specialization (please specify)						
6	Other (please specify)						

51-66

How long does it take a student/trainee (full-time, entering without advanced standing) to complete the program including all didactic and clinical education/training, normal vacation time, and probationary hours, if applicable? (Report either months or weeks.) 227

67-70

Number of calendar months _____. Or number of weeks _____.

Card 2

9b. Indicate below both the number of clock hours that a student spends in receiving clinical and/or didactic instruction in a normal week of training and the TOTAL number of clock hours spent in receiving instruction throughout the duration of the program as indicated in question 9a. 71-72

_____ Hours per week _____ Total hours 73-76

C. AWARD AND ACCREDITATION

Card 3

10a. Does the student/trainee who successfully completes the program receive a certificate, diploma, or degree? 14-16

☐ Yes ☐ No If No, skip to question 11a

DEFINITION FOR QUESTION 10b.

CERTIFICATE OF COMPLETION is a certificate awarded for training of at least 36 clock hours duration but not more than 36 months duration after entry into the program.

10b. If Yes to question 10a, indicate with an (x) the institution conferring the award and the type of award given. (If more than one institution confers an award, please check all appropriate boxes.) 17-40

	Institution conferring the award	1 Certificate of completion	2 Diploma	3 Associate degree	4 Bachelor's degree	5 Other (please specify)
1	This hospital					
2	Another hospital*					
3	High school, or Board of Education					
4	2-year college					
5	4-year college or university					
6	Other (please specify)					

*Please give name and location of hospital which makes the award: 41-43

_____

_____

DEFINITION FOR QUESTION 11

Accreditation is the process by which an agency or an organization evaluates and recognizes an institution's *program of study* as meeting certain predetermined qualifications or standards.

Card 4

11a. Has the program received accreditation or is it in process of applying for accreditation, as defined above, from a *national* accrediting agency or a *national* health professional association?

☐ Yes ☐ No If No, skip to question 12a. 14-16

11b. If this program is accredited or is in the process of applying for accreditation, please check the agency(ies) which accredit the program and indicate the program's accreditation status as of the date of that agency's(ies') last onsite visit.

Agency	Year Program Last Visited for Accreditation	Status of Accreditation F=Full P=Provisional IP=In Process
01 ☐ American Association of Nurse Anesthetists		
02 ☐ American Association of Pastoral Assistants		
03 ☐ American College of Nurse Midwives		
04 ☐ American Dental Association, Council on Dental Education		
05 ☐ American Dietetic Association		
American Medical Association, Council on Medical Education in collaboration with:		
06 ☐ American College of Radiology		
07 ☐ American Society of Radiologic Technologists		
08 ☐ American Society of Clinical Pathologists		
09 ☐ American Society for Medical Technology		
10 ☐ Society of Nuclear Medicine		
11 ☐ Society of Nuclear Medicine Technologists		
12 ☐ American College of Surgeons		
13 ☐ American Hospital Association		
14 ☐ Association of Operating Room Nurses		
15 ☐ Association of Operating Room Technicians		
16 ☐ American Association for Respiratory Therapy		
17 ☐ American College of Chest Physicians		
18 ☐ American Society of Anesthesiologists		
19 ☐ American Thoracic Society		
20 ☐ Other AMA collaborating agency(ies) (please specify)		
_____		

17-25 26-34 35-43 44-52 53-61

List of agencies continued on page 6.

List of agencies continued from page 5.

Card 4

Agency	Year Program Last Visited for Accreditation	Status of Accreditation F = Full P = Provisional IP = In Process	
21 ☐ American Medical Technologists			62-70
22 ☐ American Public Health Association			
23 ☐ Association for Clinical Pastoral Education			
24 ☐ Association of Medical Rehabilitation Directors and Coordinators, Inc.			
25 ☐ National Association for Practical Nurse Education and Service			71-79
26 ☐ National League for Nursing			
27 ☐ Other (please specify)_____			
_____			

D. STUDENT/TRAINEE FINANCING

Card 5

12a. Is there any charge to the student/trainee for tuition?

☐ Yes ☐ No

14-16

12b. Has your hospital received a letter of approval from your state's designated approving agency for veterans affairs or from the Veterans Administration's administrator approving this program for attendance under the GI bill?

☐ Yes ☐ No

17-19

E. STUDENT/TRAINEE CHARACTERISTICS AND PROGRAM STATUS

DEFINITION FOR QUESTION 13

CLASS/TRAINING SESSION is one or more students/trainees meeting regularly to study the same subject or procedures either in a classroom setting or a work environment.

13. Were there one or more classes/training sessions in progress as of April 15, 1976?

☐ Yes ☐ No . If No, skip to question 16.

20-22

16. How many students/trainees graduated or otherwise successfully completed the program in the calendar years 1973 to 1975? (If more than one class/training session per year completed the program, please report the total for all classes/training sessions.)

_____1973 _____1974 _____1975

17. Estimate the total number of students/trainees you expect will graduate or otherwise successfully complete the program in the following years.

_____1976 _____1977 _____1978

18a. Is entry into the program as a student/trainee restricted to employees of this institution?

☐ Yes ☐ No

If Yes, skip to question 19a.

18b. If your program is not restricted to employees only, how many students/trainees who graduated or otherwise successfully completed the program in 1975 were offered jobs and accepted employment in your hospital?

_____Number of students/trainees offered jobs

_____Number of students/trainees who accepted employment

19a. During the calendar year of 1975, did your program accommodate its maximum number of students (that is, operate at full capacity)?

☐ Yes ☐ No

If Yes, skip to question 20.

19b. If No to question 19a, how many students/trainees could have been accommodated in your program if it had been operating at full capacity during 1975?

_____Total

20. Are you now implementing or planning to implement within the next two years, a significant change in this program's enrollment?

01 ☐ No change is being planned.

02 ☐ Yes, program is being expanded.

03 ☐ Yes, program is being reduced to size.

04 ☐ Yes, program is being merged with another program.

05 ☐ Yes, program is being eliminated.

231

14. What was the enrollment of each class/training session in progress as of April 15, 1976? Start by listing your most recent class/training session on the top line.

Entering date of each class	Male	Female	Total	
				Card 5 23-34
				35-46
				47-58
				Card 6 14-25
Total students/trainees				26-34

15. In the following table, fill in the racial/ethnic distribution of the students/trainees in all classes in progress as of April 15, 1976. (Report each student/trainee in the racial/ethnic group with which the student/trainee most closely identifies. EACH STUDENT/TRAINEE SHOULD BE REPORTED IN ONLY ONE GROUP. The total number of students/trainees reported below should equal the total number reported in question 14.)

Racial/Ethnic Group	Male	Female	Total	
Black (not of Hispanic origin)				35-43
Asian or Pacific Island (Chinese, Japanese, Filipino, Samoan, Korean)				44-52
American Indian or Alaskan Native				53-61
White (not of Hispanic origin)				62-70
Hispanic (Mexican, Cuban, Puerto Rican, Central or South American or other Spanish cultural origin regardless of race)				71-79
Do not know				Card 7 14-22
Other (please specify)				23-31
Total students/trainees				32-40

Questionnaire Evaluation

Card 1

A. Did you have difficulty with any of the questions? (please explain)

14-16

B. Please comment on any aspects of your program not covered by this questionnaire.

17-19

C. Additional comments or suggestions:

20-22

D. _____ (DATE COMPLETED) _____ (SIGNATURE)

E. If we have any questions, whom shall we contact for clarification?

_____ (NAME – PLEASE PRINT) _____ (TITLE)

_____ (HOSPITAL) _____ (CITY, STATE)

_____ AREA CODE _____ NUMBER _____ EXTENSION 23

AMERICAN HOSPITAL ASSOCIATION • 840 North Lake Shore Drive • Chicago, Illinois 60611

To Be Retained For Your Hospital Files

Office of Management and Budget No. 68-S75072; Approval Expires November 30, 1976

1976 SURVEY OF HEALTH OCCUPATIONS TRAINING PROGRAMS IN HOSPITALS

MAJOR CATEGORY INCLUSIONS

01 Administration, Planning, and Office
03 Biomedical Engineering
05 Clinical Laboratory Services
07 Dental Services
10 Dietetic and Nutritional Services
13 Emergency Services
16 Environmental Services
19 Health Education
22 Health-Related Teacher Preparation
25 Information and Communication
34 Medical Instrumentation and Machine Operation
37 Medical Record
40 Mental Health
42 Nuclear Medicine
43 Nursing and Related Services
46 Vision Care
49 Pharmacy Services
58 Physician Extender
61 Podiatric Services
67 Radiologic Services
70 Rehabilitation—Occupational
73 Rehabilitation—Physical
76 Rehabilitation—Not Elsewhere Classified
80 Respiratory Therapy Services
85 Social Services and Counseling
88 Speech and Hearing Services
91 Veterinary Services
95 Health Professionals Not Elsewhere Classified

GLOSSARY OF OCCUPATIONAL TITLES

01 ADMINISTRATION, PLANNING, AND OFFICE personnel function at various levels to maintain and operate clinical offices and institutions and to plan for improved health care and delivery.

01 - *05 Health Economist:* Applies specialized knowledge of the laws of supply and demand, marketing, polling, econometrics, and motivation research to permit the efficient delivery of health services.

01 - *10 Health Care Administrator:* Occupies top-level positions in a variety of health care settings: hospitals, official health agencies, long-term care facilities, social service agencies, voluntary and tax paying health agencies, and public health agencies. Policy development, activity coordination, procedural development and planning are the primary functions of the position.

01 - *15 Health Care Assistant Administrator:* Occupies middle management positions in a variety of clinical and health care settings: hospitals, public and private health agencies, long-term care facilities, social service agencies.

01 - *20 Health Planner:* Works in state and areawide health planning agencies and related programs implementing community goals including planning and evaluating developmental policies.

01 - *25 Health Systems Analyst:* Develops and applies the principles of industrial and systems engineering, operations research, and management to the design, evaluation, and implementation of improved health care.

01 - *36 Long-Term Care Administrator:* Directs and coordinates all operations and activities of extended care facilities.

01 - *40 Medical/Dental Secretary:* Assists physicians and/or dentists through the use of medical shorthand, typing, filing, accounting, appointment scheduling, receptionist duties, and office management.

01 - *45 Medical Office Assistant:* Assumes responsibility for routine administrative, clerical, and record-keeping procedures in a physician's office, assists the physician in medical examinations and treatments, and cares for medical equipment and supplies.

01 - *50 Rehabilitation Administrator:* Manages a rehabilitation agency's business aspects: personnel, budget control, public relations work, training, program planning, and services coordination.

01 - *55 Unit Clerk:* Handles routine clerical and reception work in a floor nursing unit, receiving patients and visitors, scheduling appointments, monitoring the location of all ward staff, and, where hospital policy permits, transcribing doctors' orders, ordering supplies, and up-dating information on patients' charts. (Ward Clerk)

01 - *56 Unit Manager:* Supervises and coordinates administrative management functions for one or more patient care units: oversees unit clerks, initiates clerical procedures and serves as a liaison for the unit with other hospital departments. (Ward Service Manager, Ward Supervisor)

03 **BIOMEDICAL ENGINEERING personnel combine basic engineering and biomedical sciences in order to design, assemble, and adapt medical devices, instruments, and processes to improve the quality and cost in the delivery of medical health care.**

03 - *05 Biomedical Engineer:* Utilizes engineering ideas and techniques in the development of new instruments, equipment, processes, and systems for the medical care of patients and the improvement of health systems.

03 - *10 Biomedical Engineering Technician:* Assembles, repairs, and adapts medical equipment to assist biomedical engineers, physicians, and scientists in the development and maintenance of medical equipment and systems for the delivery of medical and health care. (Biomedical Equipment Technician)

05 **CLINICAL LABORATORY SERVICES personnel work in a clinical laboratory setting, collecting, mounting, processing, classifying and analyzing laboratory specimens.**

05 - *05 Specialist in Blood Bank Technology:* Medical technologist, working under the direction of a pathologist, physician, or laboratory director, prepared to collect, classify, store, and process blood, including preparation of components from whole blood, detection and identification of antibodies in patient and donor bloods, and selection and delivery of suitable blood for transfusion.

05 - *10 Chemistry Technologist:* Works under the supervision of a pathologist, physician, or qualified scientist in performing qualitative and quantitative chemical analyses of body fluids and exudates, utilizing quantitative equipment and a wide range of laboratory instruments, to provide information for diagnosing and treating diseases.

05 - *15 Cytotechnologist:* Works under the supervision of a pathologist, physician or medical technologist, in handling, staining, mounting, and evaluating cells from the human body to determine cellular variations and abnormalities such as cancer and other physiologic changes.

05 - *19 Hematologist:* Directs and supervises analysis and and testing of blood specimens, interprets test results toward disease treatment. Directs operations of hospital blood bank, which involves supervision of hematology technologists and specialists in blood bank technology, and develops diagnostic reports for approval by the pathologist.

05 - *20 Hematology Technologist:* Works under supervision of a hematologist, medical technologist, or laboratory director, in performing quantitative, qualitative, and coagulation tests on cellular and plasma components of blood for use in the diagnosis and treatment of disease.

05 - *25 Histologic Technician:* Works under supervision of a pathologist or other qualified physician in sectioning, staining, and mounting human or animal tissues and fluid for microscopic study.

05 - *30 Medical Laboratory Assistant:* Works under the direct supervision of a medical technologist, pathologist, physician, or qualified scientist, in performing routine laboratory procedures requiring basic technical skills and minimal independent judgment, in chemistry, hematology, and microbiology. (Certified Laboratory Assistant)

05 - *35 Medical Laboratory Scientist:* Performs clinical analysis procedures and research in the medical/clinical laboratories utilizing disciplines such as chemistry, biochemistry, bacteriology, and microbiology.

05 - *40 Medical Laboratory Technician:* Works under the supervision of a medical technologist, pathologist, or physician, in performing more complex or specialized bacteriological, biological, and chemical tests, requiring limited independent judgment or correlation competency, to provide data for use in the diagnosis and evaluation of effective treatment of disease.

05 - *45 Medical Technologist:* Performs a wide range of complex and specialized procedures in all general areas of the clinical laboratory, making independent and correlation judgments, and working in conjunction with pathologists, physicians, and qualified scientists. May supervise and/or teach laboratory personnel.

05 - *50 Microbiology Technologist:* Works with a minimum of supervision by a pathologist, physician, or laboratory director, in performing many bacteriological, viral, parasitological, immunologic, and serologic procedures in a clinical laboratory setting.

05 - *55 Public Health Laboratory Scientist:* Performs clinical laboratory procedures and research with specific public health focus or within a public health setting.

05 - *60 Prosector:* Performs complete gross autopsies under the supervision of a physician, cuts blocks for slides, applies special stains for bacteria, and freezes sections for rapid diagnosis.

07 **DENTAL SERVICES personnel render varieties of services to the dentist; they do general office work, laboratory work, and they assist the dentist at the chairside.**

07 - *20 Dental Assistant:* Assists dentist at the chairside in dental operatory, performs reception and clerical functions, and carries out dental radiography and selected dental laboratory work.

07 - *25 Dental Hygienist:* Professional oral health clinician who helps the public develop and maintain optimum oral health. As a member of the dental health team, the dental hygienist performs preventive, restorative, and therapeutic services under the supervision of a dentist. The dental hygienist is the only licensed dental auxiliary and his/her specific responsibilities vary depending upon the state dental practice act.

07 - *30 Dental Technician:* Prepared to construct complete and partial dentures, make orthodontic appliances, fix bridgework, crown, and other dental restorations and appliances, as authorized by dentists. (Dental Laboratory Technician)

10 **DIETETIC AND NUTRITIONAL SERVICES personnel translate nutritional needs into the selection, purchasing, preparation, and service of appropriate foods along with the maintenance of equipment, sanitation and cost control. They pro-**

vide nutritional education to individuals and groups, and serve as nutritional consultants to health facilities and communities.

10 - *05 Dietary Aide:* Performs nontechnical food preparation routines as directed by a supervisor, serves meals to patients, and assists with food-related jobs in health care facilities. (Dietetic Aide)

10 - *10 Dietetic Technician:* Functions as middle management and service personnel in the nutritional care of individuals in health care facilities, assisting with the planning, implementation, and evaluation of food programs, working with both the food service supervisor and the dietitian and, where hospital policy permits, training and supervising dietary aides. (Food Service Manager, Food Service Assistant, Food Service Technician)

10 - *15 Dietitian:* Applies the principles of nutrition and management in administering institutional food service programs, plans special diets at physicians' requests, and instructs individuals and groups in the application of nutrition principles to the selection of food.

10 - *25 Dietetic Assistant:* Writes food menus following dietetic specifications, coordinates food service to patients, orders supplies, maintains sanitation, and oversees the work of food service employees in health care facilities. (Food Service Supervisor)

10 - *30 Nutritionist:* Adapts and applies food and nutrient information to the solution of food problems, the control of disease, and the promotion of health; performs nutritional research, instructs groups and individuals about nutritional requirements, and helps people develop meal patterns to meet their nutritional needs.

13 **EMERGENCY SERVICES personnel administer temporary medical help by responding to, evaluating, and assisting in emergency conditions.**

13 - *05 Ambulance Attendant:* Provides first aid and assistance in the transportation of critically ill and injured persons.

13 - *10 Emergency and/or Disaster Specialist:* Develops and implements hospitalwide procedures for dealing with inhouse and community emergencies and disasters.

13 - *15 Emergency Medical Technician:* Responds to medical emergency calls, evaluates the nature of the emergency, and carries out specified diagnostic and emergency treatment procedures under standing orders or the specific directions of a physician.

16 **ENVIRONMENTAL SERVICES personnel inspect, evaluate, and gather data for their use in the design, operation, and control of systems for prevention and elimination of environmental hazards.**

16 - *05 Environmental Engineer:* Applies engineering principles to the control, elimination, and prevention of environmental hazards such as air pollution, water pollution, solids pollution, and noise pollution. (Sanitary Engineer)

16 - *10 Environmental Engineering Assistant:* Works with and assists the environmental engineer in his tasks of designing and controlling systems to eliminate and control environmental health hazards.

16 - *15 Environmental Health Technician:* Assists in the survey of environmental hazards and performs technical duties under professional supervision in many areas of environmental health such as pollution control, radiation protection, and sanitation protection. (Sanitarian Technician)

16 - *20 Environmentalist:* Plans, develops, and implements standards and systems to improve the quality of air, water, food, shelter, and other environmental factors, manages comprehensive environmental health programs, and promotes public awareness of the need to prevent and eliminate environmental health hazards. (Sanitarian)

16 - *23 Health Care Facilities Housekeeper:* Develops, implements, and supervises techniques used to control, eliminate and prevent cross infection or other environmental hazards in health care facilities. Establishes standards and work procedures for the housekeeping staff in accordance with the established policies of the facility. Maintains budgets, inventories supplies and equipment, and supervises personnel hiring practices.

16 - *25 Industrial Hygienist:* Conducts programs in industry to measure and help control, eliminate, and prevent occupational hazards and diseases.

16 - *30 Sanitarian Aide:* Collects data on and measures environmental sanitation conditions and implements corrective action on health hazards for which specific guidelines exist.

19 **HEALTH EDUCATION personnel acquaint groups and individuals with the standards of optimum health and the principles of achieving and maintaining optimum health.**

19 - *05 Community/Public Health Educator:* Alerts community groups and individuals to changing patterns of health care, to health hazards, and to activities which will promote community health and safety.

19 - *10 School Health Educator:* Teaches elementary, secondary and college students principles of personal health sciences, total fitness, family living, consumer and environmental health, and community health trends and resources.

19 - *15 Health Educator:* Influences public attitudes toward achieving and maintaining high standards of health care through teaching and utilizing school and community resources, as well as providing consultation to school administrators, health councils, and community groups.

22 **HEALTH-RELATED TEACHER PREPARATION combines teaching skills and health expertise in preparing: (1) instructors of individuals who are physically disabled, emotionally disturbed, or mentally retarded; and (2) Allied Health Professionals who desire to teach within their specialty area.**

22 - *05 Allied Health Educator:* Teaches the specialty in which he was trained to students being prepared in the discipline. May also supervise other individuals in his occupation.

22 - *10 Teacher of the Deaf:* Adapts methods and curriculums in the teaching of elementary and secondary school subjects and special skills to deaf and hard-of-hearing pupils.

22 - *15 Teacher of the Emotionally Disturbed:* Conducts educational programs for emotionally disturbed pupils.

22 - *20 Teacher of the Learning Disabled:* Develops and implements educational programs to assist children in overcoming or compensating for learning disabilities such as aphasia, dyslexia, or other related problems.

22 - *25 Teacher of the Mentally Retarded:* Develops and implements educational programs for trainable or educable mentally retarded persons according to the pupil's level of learning.

22 - *30 Teacher of the Physically Handicapped:* Develops and implements academic and recreational programs for handicapped persons after evaluating the physical limitations, abilities, and needs of the individual.

22 - *32 Teacher of Special Education—Not Elsewhere Classified:* Develops and implements educational programs suited to the needs of students with physical disabilities, mental retardation, or emotional disturbances.

22 - *35 Teacher of the Visually Handicapped:* Teaches academic and practical skills to the blind or visually handicapped through the use of Braille and other specialized methods.

25 **INFORMATION AND COMMUNICATION personnel apply a communications orientation to the development, presentation, organization, and recording of medical facts and material for the benefit of medical personnel and the general public.**

25 - *05 Health Writer:* Specializes in the writing of health or medical materials.

25 - *10 Medical Communications Specialist:* Knows the properties and capabilities of communications media and applies this knowledge to the design and improvement of communication processes in the health field.

25 - *15 Medical Computer Specialist:* Combines a knowledge of computer science and health science to provide systems and programming support in the medical field.

25 - *20 Medical Illustrator:* Demonstrates medical facts by the creation of illustrations, models and teaching films; serves as a consultant, adviser, and administrator in the field of medical illustration.

25 - *25 Medical Librarian:* Combines a degree in library science with specialized knowledge of medical librarianship and bibliography to acquire, organize, catalog, retrieve, and disseminate medical information.

25 - *30 Medical Library Assistant:* Combines training in library technology and health subjects to assist medical librarians in the process of acquiring, organizing, cataloging, retrieving, and disseminating medical information.

25 - *35 Medical Photographer:* Visually presents medical facts by means of lantern slides, motion pictures, photographs of patients, reproduction of X rays, and/or photomicrographs.

34 **MEDICAL INSTRUMENTATION AND MACHINE OPERATION personnel maintain and/or operate equipment and instruments which supplement and support body functions or which provide diagnostic or therapeutic services.**

34 - *05 Cardiopulmonary Technician:* Performs a wide range of tests related to the functions and therapeutic care of the heart-lung system, operates and maintains a heart-lung machine for extracorporeal circulation, assists in cardiac catheterization and cardiac resuscitation, and assists in the postoperative monitoring, care, and treatment of heart-lung patients.

34 - *12 Circulation Technologist:* Operates and designs heart-lung machines, dialysis machines, artificial organs, and similar circulation devices and monitoring instruments to provide circulatory support to patients.

34 - *15 Dialysis Technician:* Operates and maintains an artificial kidney machine following approved methods and techniques to provide dialysis treatment for patients with kidney disorders or failures.

34 - *20 Electrocardiographic Technician:* Operates and maintains electrocardiograph machines, records electromotive variation in heart muscle action, and provides data for diagnosis and treatment of heart ailments by physicians.

34 - *25 Electroencephalographic/Electrocardiographic Technician:* Operates and maintains both electroencephalographic and electrocardiographic machines.

34 - *30 Electroencephalographic Technologist/Technician:* Operates and maintains electroencephalographic machines, recording brain waves on a graph to be used by physicians in the diagnosis of brain disorders.

34 - *35 Electromyographic Technician:* Assists physicians in recording and analyzing bioelectric potentials which originate in muscle tissue, including the operation of various electronic devices, maintenance of electronic equipment, assisting with patient care, and record keeping.

37 **MEDICAL RECORD personnel plan, organize and manage patient information systems and statistical reports for medical and administrative staff use and health care research.**

37 - *05 Medical Record Administrator:* Plans, designs, develops, and manages systems of patient information, administrative and clinical statistical data, and patient medical records, in all types of health care institutions.

37 - *10 Medical Record Technician:* Serves as the skilled assistant to the medical record administrator, carrying out the technical work of coding, analyzing, and preserving patients' medical records and compiling reports, disease indexes, and statistics in health care institutions.

37 - *15 Medical Transcriptionist:* Skilled in typing, medical spelling, medical terminology, and the proper format of medical records and reports; prepared to transcribe medical dictation using mechanical dictating equipment.

40 **MENTAL HEALTH personnel assist the health professionals in the prevention and treatment of mental disorders through recreational, occupa-**

22 - *15 Teacher of the Emotionally Disturbed:* Conducts educational programs for emotionally disturbed pupils.

22 - *20 Teacher of the Learning Disabled:* Develops and implements educational programs to assist children in overcoming or compensating for learning disabilities such as aphasia, dyslexia, or other related problems.

22 - *25 Teacher of the Mentally Retarded:* Develops and implements educational programs for trainable or educable mentally retarded persons according to the pupil's level of learning.

22 - *30 Teacher of the Physically Handicapped:* Develops and implements academic and recreational programs for handicapped persons after evaluating the physical limitations, abilities, and needs of the individual.

22 - *32 Teacher of Special Education—Not Elsewhere Classified:* Develops and implements educational programs suited to the needs of students with physical disabilities, mental retardation, or emotional disturbances.

22 - *35 Teacher of the Visually Handicapped:* Teaches academic and practical skills to the blind or visually handicapped through the use of Braille and other specialized methods.

25 INFORMATION AND COMMUNICATION personnel apply a communications orientation to the development, presentation, organization, and recording of medical facts and material for the benefit of medical personnel and the general public.

25 - *05 Health Writer:* Specializes in the writing of health or medical materials.

25 - *10 Medical Communications Specialist:* Knows the properties and capabilities of communications media and applies this knowledge to the design and improvement of communication processes in the health field.

25 - *15 Medical Computer Specialist:* Combines a knowledge of computer science and health science to provide systems and programming support in the medical field.

25 - *20 Medical Illustrator:* Demonstrates medical facts by the creation of illustrations, models and teaching films; serves as a consultant, adviser, and administrator in the field of medical illustration.

25 - *25 Medical Librarian:* Combines a degree in library science with specialized knowledge of medical librarianship and bibliography to acquire, organize, catalog, retrieve, and disseminate medical information.

25 - *30 Medical Library Assistant:* Combines training in library technology and health subjects to assist medical librarians in the process of acquiring, organizing, cataloging, retrieving, and disseminating medical information.

25 - *35 Medical Photographer:* Visually presents medical facts by means of lantern slides, motion pictures, photographs of patients, reproduction of X rays, and/or photomicrographs.

34 MEDICAL INSTRUMENTATION AND MACHINE OPERATION personnel maintain and/or operate equipment and instruments which supplement and support body functions or which provide diagnostic or therapeutic services.

34 - *05 Cardiopulmonary Technician:* Performs a wide range of tests related to the functions and therapeutic care of the heart-lung system, operates and maintains a heart-lung machine for extracorporeal circulation, assists in cardiac catheterization and cardiac resuscitation, and assists in the postoperative monitoring, care, and treatment of heart-lung patients.

34 - *12 Circulation Technologist:* Operates and designs heart-lung machines, dialysis machines, artificial organs, and similar circulation devices and monitoring instruments to provide circulatory support to patients.

34 - *15 Dialysis Technician:* Operates and maintains an artificial kidney machine following approved methods and techniques to provide dialysis treatment for patients with kidney disorders or failures.

34 - *20 Electrocardiographic Technician:* Operates and maintains electrocardiograph machines, records electromotive variation in heart muscle action, and provides data for diagnosis and treatment of heart ailments by physicians.

34 - *25 Electroencephalographic/Electrocardiographic Technician:* Operates and maintains both electroencephalographic and electrocardiographic machines.

34 - *30 Electroencephalographic Technologist/Technician:* Operates and maintains electroencephalographic machines, recording brain waves on a graph to be used by physicians in the diagnosis of brain disorders.

34 - *35 Electromyographic Technician:* Assists physicians in recording and analyzing bioelectric potentials which originate in muscle tissue, including the operation of various electronic devices, maintenance of electronic equipment, assisting with patient care, and record keeping.

37 MEDICAL RECORD personnel plan, organize and manage patient information systems and statistical reports for medical and administrative staff use and health care research.

37 - *05 Medical Record Administrator:* Plans, designs, develops, and manages systems of patient information, administrative and clinical statistical data, and patient medical records, in all types of health care institutions.

37 - *10 Medical Record Technician:* Serves as the skilled assistant to the medical record administrator, carrying out the technical work of coding, analyzing, and preserving patients' medical records and compiling reports, disease indexes, and statistics in health care institutions.

37 - *15 Medical Transcriptionist:* Skilled in typing, medical spelling, medical terminology, and the proper format of medical records and reports; prepared to transcribe medical dictation using mechanical dictating equipment.

40 MENTAL HEALTH personnel assist the health professionals in the prevention and treatment of mental disorders through recreational, occupa-

tional, and educational programs.

40 - *02 Human Services Technologist/Technician:* Employs skills as a generalist, based upon knowledge of human behavior and social problems in settings providing mental health and social rehabilitation services; employs a whole person, noncustodial approach to treating the symptomatic and causative elements that affect the individual's ability to respond to his social environment.

40 - *05 Mental Health Associate/Technician/Assistant:* Works under the supervision of professional personnel in supplementing physical care for persons with emotional problems through recreational, occupational, and readjustment activities, including participation in group therapy with clients and families; refers patients to community agencies, and visits patients after their release from an institution.

40 - *10 Mental Health Technologist:* Works with other mental health professionals in diagnosing psychiatric disorders, counseling and planning treatment for the emotionally disturbed or mentally retarded.

40 - *15 Mental Retardation Aide:* Works under the supervision of professional staff in attending to the physical needs and well-being of mentally retarded patients and in assisting with teaching and recreation processes.

40 - *20 Psychiatric Technician:* Works under the supervision of professional and/or technical personnel in caring for mentally ill patients in a psychiatric medical care facility; assists in carrying out the prescribed treatment plan for the patient; maintains consistent attitudes in communicating with the patient in keeping with the treatment plan, and carries out assigned individual and group activities with patients. (Psychiatric Aide)

40 - *30 Clinical Psychologist:* Employs specialized knowledge in the diagnostic assessment of patients; delivers unique psychological services in the areas of evaluation, therapy, and organization; participates in the ongoing treatment of inpatients and outpatients and conducts and supervises various research projects.

42 **NUCLEAR MEDICINE personnel prepare or use radioactive nuclides in laboratory procedures, scanning-imaging, and function studies for diagnostic, therapeutic, and research purposes.**

42 - *05 Nuclear Medicine Technologist/Technician:* Performs a wide variety of diagnostic tests in human beings and/or on body fluids utilizing radioactive and/or stable nuclides, also applies radioactivity in the course of treatment, makes independent judgments under the general guidance of a nuclear medicine physician.

43 **NURSING AND RELATED SERVICES personnel assist the physician in bedside patient care, in the direction of patient care services within a clinical unit, and provide specialty services as required by institutional and community needs.**

43 - *01 Registered Nurse:* Responsible for the direct care of patients by assisting the physician in administering medications and treatments and by planning, giving and supervising nursing care.

43 - *35 Licensed Practical (Vocational) Nurse:* Participates in the direct basic care of patients under the supervision of a physician or registered nurse, performing various activities such as taking temperatures, pulse and blood pressures, administering medication and performing medical-surgical aseptic techniques. (Practical Nurse, Vocational Nurse)

43 - *42 Nursing Aide/Orderly:* Performs tasks delegated or assigned by the professional nursing staff, including assisting in providing direct patient care of a routine nature, making beds, delivering messages, counting linens, and escorting patients to other departments in the hospital. May also include, where hospital policy permits, the taking of vital signs. In the case of orderlies, includes performing heavier work in the nursing unit, maintaining equipment and may include setting up of traction and performing male catheterization. (Nursing Assistant, Nursing Aide, Orderly, Hospital Attendant, Nursing Attendant)

43 - *45 Nurse Anesthetist:* Registered nurse, prepared to work under an anesthesiologist or physician in administering anesthetic agents to patients before and after surgical and obstetrical operations and other medical procedures.

43 - *50 Nurse Midwife:* Assumes responsibility for the care of apparently normal obstetrical patients during pregnancy, labor, delivery and postnatal period.

43 - *55 Nurse Practitioner:* Registered nurse prepared to carry out functions previously performed by the general practitioner or physician specialist; collaborates with other health professionals in planning and instituting programs for the delivery of primary, acute, or chronic care; provides direct care to clients by making independent decisions about nursing care needs.

43 - *60 Obstetrical Technician:* Assists in the care of mothers in labor and delivery rooms before, during and after delivery under supervision of professional personnel, including hygienic procedures, routine laboratory work, and sterilization of equipment and supplies.

43 - *65 Operating Room Technician:* Works as a general technical assistant on the surgical team by arranging supplies and instruments in the operating room, maintaining antiseptic conditions, preparing patients for surgery and assisting the surgeon during the operation.

43 - *71 Geriatric Care Worker:* Administers to the needs of aged patients, bringing to the task an understanding of the problems of institutionalization, economic needs and attitudes toward the elderly as they relate to this specific population.

43 - *75 Urologic Assistant:* Helps with genital and urological diagnostic and therapeutic procedures; assists with genital and urinary care of spinal cord patients; aids in cystoscopic procedures; maintains aseptic technique. (Urologic Technician)

46 **VISION CARE personnel work with or carry out the prescriptions of the ophthalmologist and optometrist. Their duties include ophthalmic examinations, treatment, and correction of ophthalmic disorders by physical or mechanical measures.**

46 - *20 Ophthalmic Assistant/Technician:* Assists the ophthalmologist in eye examinations and in the treatment of eye diseases and disorders.

46 - *25 Ophthalmic Dispenser:* Adapts and fits corrective eyewear as prescribed by the ophthalmologist or optometrist.

46 - *30 Ophthalmic Laboratory Technician:* Operates machines to grind lenses and fabricate eyewear to prescription.

46 - *31 Ophthalmic Optician:* Grinds lenses and fabricates eyewear, as well as adapts and fits corrective eyewear according to prescription by the ophthalmologist or optometrist.

46 - *35 Optometric Assistant/Technician:* Assists an optometrist in diversified ways, including general office duties, vision testing of patients, administering eye exercises, preparing and fitting corrective lenses, and styling eyewear.

46 - *40 Orthoptist:* Works under supervision of an ophthalmologist in testing for certain eye muscle imbalances and teaching the patient exercises to correct eye-coordination defects.

49 PHARMACY SERVICES personnel assist the pharmacist with selected activities in pharmacy departments to provide pharmaceutical services to patients, nurses, and physicians.

49 - *19 Medication Pharmacy Technician:* Works under the supervision of a pharmacist; administers drugs to patients except for intravenous medications.

49 - *20 Pharmacy Technician:* Assists the pharmacist with selected activities including medication profile reviews for drug incompatibilities, typing prescription labels, prescription packaging, handling of purchase records, inventory control and where hospital policy and state law permit, administering drugs to patients under the supervision of a registered pharmacist.

58 PHYSICIAN EXTENDER personnel render direct and specific assistance to the physician specialist and general practitioner in clinical and research endeavors, taking medical histories, performing detailed physical examinations, and conducting visual, auditory, developmental, and laboratory tests.

58 - *05 Physician Assistant—Primary Care:* Performs physician-delegated functions in the areas of general practice, including family medicine, internal medicine, pediatrics, obstetrics, and emergency medicine.

58 - *10 Physician Assistant—Specialty:* Performs functions delegated by clinical specialist in specific areas of patient care: urology, surgery, pathology, orthopedics, etc.

61 PODIATRIC SERVICES personnel work under the direct supervision of the podiatrist, performing supplementary duties for the foot specialist.

61 - *20 Podiatric Assistant:* Supports the podiatrist in his service to patients by preparing patients for treatment, sterilizing the instruments, performing general office duties, and assisting the podiatrist in preparing dressings, administering treatments, and developing X rays.

57 RADIOLOGICAL SERVICES personnel use ionizing radiation for diagnostic, therapeutic, and research purposes.

67 - *05 Medical Radiation Dosimetrist:* Calculates radiation dosage in the treatment of malignant disease and plans the direction of radiation to its target in the safest way.

67 - *10 Radiation Therapy Technologist/Technician:* Administers X rays and electron beam equipment in order to treat disease in patients, and assists in preparing and handling radioactive materials for therapy purposes.

67 - *15 Radiologic Technologist/Technician:* Maintains and safely uses equipment and supplies necessary to demonstrate portions of the human body on x-ray film or fluoroscopic screen for diagnostic purposes. (X-ray Technician)

67 - *20 Ultrasound Technical Specialist:* Uses acoustic energy for diagnosis, research, and therapy; operates ultrasound equipment to obtain diagnostic results; evaluates results for quality of technique and, in emergency situations, makes interim reports to the medical staff.

70 REHABILITATION—OCCUPATIONAL personnel use work-related skills in treating or training patients who are physically or mentally ill, in preventing disability, in evaluating behavior, and in restoring disabled persons to health and social or economic independence.

70 - *05 Manual Arts Therapist:* Uses industrial arts, workshops, and agricultural activities to assist in the rehabilitation of patients.

70 - *10 Occupational Therapist:* Evaluates the self-care, work, and play/leisure time task performance skills of well and disabled clients of all age ranges; plans and implements programs, and social and interpersonal activities designed to restore, develop and/or maintain the client's ability to accomplish satisfactorily those daily living tasks required of his specific age and necessary to his particular occupational role adjustment.

70 - *15 Occupational Therapy Assistant:* Works under the supervision of an occupational therapist in evaluating clients, planning and implementing programs designed to restore, or develop a client's self-care, work, and play/leisure time task performance skills. Although the assistant requires supervision in conducting a remedial program, he can function independently when conducting a maintenance program.

70 - *20 Rehabilitation Homemaking Specialist:* Trains disabled homemakers to perform normal household activities in spite of their disability.

73 REHABILITATION—PHYSICAL personnel use physical agents, assistive devices and therapeutic exercise for the prevention of disease and disability, and toward restoration of function to disabled persons.

73 - *05 Corrective Therapist/ Adapted Physical Education Director:* Provides medically prescribed programs of therapeutic exercise to physically and mentally ill patients to prevent muscular deconditioning resulting from inactivity and to attain resocialization and specific psychiatric objectives.

73 - *10 Exercise Physiologist:* Works with clinicians in hospitals with rehabilitation programs to provide exercise stress testing and cardiovascular rehabilitation for patients.

73 - *12 Orthopedic Technician:* Sets up traction rooms, applies all types of traction, makes casts, and applies splints.

73 - *15 Orthotic/Prosthetic Assistant:* Assists the orthotist/prosthetist in caring for patients by making casts, measurements, and model specifications and fitting supportive appliances and/or artificial limbs.

73 - *20 Orthotic/Prosthetic Technician:* Fabricates and repairs supportive appliances and/or artificial limbs under the guidance of the orthotist/prosthetist and his assistant.

73 - *25 Orthotist/Prosthetist:* Writes specifications for, makes, fits and repairs braces and appliances and/or artificial limbs following the prescription of a physician.

73 - *30 Physical Therapist:* Uses physical agents, biomechanical and neurophysiological principles, and assistive devices in relieving pain, restoring maximum function, and preventing disability following disease, injury or loss of bodily part.

73 - *35 Physical Therapy Assistant:* Assists the physical therapist by assembling equipment, carrying out specified treatment programs, and helping with complex treatment procedures. Other duties include responsibility for the personal care of patients, safety precautions and routine clerical and maintenance work.

76 REHABILITATION—NOT ELSEWHERE CLASSIFIED personnel apply the principles of rehabilitation to diversified areas of therapeutic technique, such as education, fine arts, and recreation.

76 - *05 Art Therapist:* Applies the principles and techniques of art to the rehabilitation of physically and mentally ill patients.

76 - *10 Dance Therapist:* Applies the principles and techniques of dance to the rehabilitation of physically and mentally ill patients.

76 - *15 Educational Therapist:* Instructs patients in academic and vocational subjects to further their medical recovery and prevent mental deconditioning.

76 - *20 Music Therapist:* Uses individual and group musical activities with physically and mentally ill patients to accomplish therapeutic aims, to create an environment conducive to treatment, or to influence behavior.

76 - *25 Recreational Therapist:* Plans, organizes, and directs medically approved recreation programs such as sports, trips, dramatics, arts and crafts, either to help clients in recovery from illness or in coping with temporary or permanent disability.

76 - *30 Recreational Therapy Technician:* Assists the recreational therapist in conducting medically approved recreation programs such as sports, trips, dramatics, arts and crafts.

76 - *35 Rehabilitation Therapy Assistant:* Prepared by a general orientation to engage in various rehabilitation specialties; assists the professional therapist in carrying out rehabilitation programs.

80 RESPIRATORY THERAPY SERVICES personnel treat, manage, control, and perform diagnostic evaluations, under medical direction, in the care of patients with deficiencies and abnormalities in the cardiopulmonary system.

80 - *40 Respiratory Therapist:* Administers respiratory care under the direction of a physician, evaluating the patient's progress and making recommendations for respiratory therapy. His proficiencies include ventilatory therapy, cardiorespiratory rehabilitation, microenvironmental control, and diagnostic testing of the respiratory system. (Inhalation Therapist)

80 - *45 Respiratory Therapy Technician:* Routinely treats patients requiring noncritical respiratory care; recognizes and responds to a limited number of specified patient respiratory emergencies.

85 SOCIAL SERVICES AND COUNSELING personnel use individual or group counseling techniques or provide services offered by social agencies to assist individuals in personal and/or social adjustment.

85 - *05 Alcohol/Drug Abuse Specialist:* Advises and assists people in their efforts to overcome personal, family and social problems that are manifested in alcoholism and/or drug addiction.

85 - *10 Clinical Pastoral Counselor:* Combines a knowledge of health and religion in counseling the confined ill and disabled.

85 - *15 Community Health Worker:* Assists people in the community with medical, social, or mental health problems, in finding and utilizing sources of available help.

85 - *20 Genetic Assistant:* Obtains complete genetic case histories from families of patients with inherited diseases and birth defects to be used in genetic counseling.

85 - *25 Genetic Counselor:* Counsels clients as to the origin, transmission, and development of hereditary characteristics and their relations to birth abnormalities.

85 - *30 Homemaker/Home Health Aide:* Assists with meals, shopping, household chores, bathing, and the other daily living needs, both physical and emotional, of elderly, ill, or disabled persons, working under the professional supervision required by the situation.

85 - *35 Medical Social Worker:* Prepared to identify and understand the social and emotional factors underlying patients' illnesses and to communicate these factors to the health team; assists patients and their families in understanding and accepting the treatment necessary to maximize medical benefits and to aid in their adjustment to permanent and temporary effects of illness and to utilize resources, such as family and community agencies.

85 - *36 Medical/Psychiatric Social Worker:* Provides the link between organized social services and those who need the services in order to solve social or medical problems. Through casework, groupwork, and com-

munity organization, assumes responsibility for aiding families and individuals with problems resulting from severe physical, mental, or emotional disabilities.

88 - *40 Psychiatric Social Worker:* Serves as a liaison between the psychiatrist, patient, and patient's family, to provide counseling and emotional support to the patient, and to contribute to the evaluation and diagnosis of mental disorders as a member of the psychiatric team.

88 - *42 Rehabilitation Counselor:* Helps disabled individuals become aware of and secure rehabilitation services designed to fit the disabled person for gainful employment, assists in job placement and checks on job satisfaction after employment.

88 - *43 Rehabilitation Counselor Aide:* Aids the rehabilitation counselor in developing and implementing a rehabilitation plan for an individual. Under supervision, he may conduct client interviews, locate and file data about employment opportunities, match clients with jobs available, and locate additional individuals in need of counseling or rehabilitation services.

88 - *45 School Health Aide:* Assists the physician or nurse with physical examinations and programs to improve or maintain students' health.

88 - *46 Child Care Worker:* Under supervision, implements activity and training programs that provide a preventive and therapeutic environment for mentally ill and emotionally disturbed children and adolescents. Trains children in self-help skills through intensive group sessions involving structured daily activities and reinforcement of other therapeutic experiences; records, evaluates, and reports progress of patients.

88 **SPEECH AND HEARING SERVICES personnel evaluate, record, habilitate, and research speech and hearing disorders in children and adults.**

88 - *05 Audiologist:* Evaluates hearing function and performs research related to hearing; plans, directs, and conducts habilitative programs designed to improve the communication efficiency of individuals with impaired hearing.

88 - *06 Audiologist (Pre-Master's):* Qualified for entry into graduate-level training as an Audiologist.

88 - *10 Speech/Hearing Therapy Aide:* Assists in testing, evaluating, and treating the problems of people with speech and hearing difficulties.

88 - *15 Speech Pathologist:* Evaluates, habilitates, and performs research related to speech and language problems; plans, directs, and conducts remedial programs designed to restore or improve communication efficiency of individuals with language and speech impairments, whether arising from physiological or neurological disturbances, defective articulation, or foreign dialect in children or adults.

88 - *16 Speech Pathologist (Pre-Master's):* In certain areas, treats speech and language disorders in children and adults; is prepared for graduate work in Speech Pathology.

88 - *20 Speech Pathologist/Audiologist:* Evaluates and habilitates hearing, speech, and language disorders such as neurological disturbances, defective articulation, or foreign dialect in children or adults.

88 - *21 Speech Pathologist/Audiologist (Pre-Master's):* In certain areas, evaluates and treats speech and language disorders in children and adults; is prepared for graduate work in Speech Pathology or Audiology.

91 **VETERINARY SERVICES personnel work with the care, use, production, and husbandry of animals in a medical setting.**

91 - *20 Laboratory Animal Specialist:* Manages the husbandry, production, and use of laboratory animals including responsibility for the sanitation, caging, safety, and nutrition of animals and the business management of the animal laboratory.

91 - *25 Laboratory Animal Worker:* Cares for the health of laboratory animals used in research by feeding the animals, cleaning cages, preparing the animals for experiments, administering medications, and keeping records on laboratory procedures.

96 **HEALTH PROFESSIONALS NOT ELSEWHERE CLASSIFIED**

96 - *05 Biostatistician:* Uses statistical theory, techniques, and methods to determine useful measurements or meaningful relationships of information relating to health or disease.

96 - *10 Epidemiologist:* Concerned with determining the distribution and causal factors of health problems, encompassing areas such as acute and chronic illness, communicable diseases, behavioral disorders, alcoholism, and drug abuse.

96 - *15 Health Physicist:* Directs research, training, and monitoring programs to protect hospital patients and laboratory personnel from radiation hazards, inspects and evaluates standards and decontamination procedures and develops new methods to safeguard man and his environment against unnecessary radiation exposure.

96 - *20 Health Physics Technician:* Monitors radiation levels, gives instructions in radiation safety, labels radioactive materials, and assists the health physicist in conducting experimental studies in radiation.

96 - *25 Population and Family Planning Specialist:* Uses demography, demographic techniques, and reproductive physiology to plan, conduct, and evaluate family planning programs.

96 - *30 Public Health Practitioner, Not Elsewhere Classified:* Professional trained to work in a public health capacity not specifically defined elsewhere in this GLOSSARY.

96 - *35 Toxicologist:* Concerned with the nature and extent of the injurious response to the ingestion of chemical compounds, and the determination of safe levels of exposure or ingestion in man and other species.

96 - *36 Vocational Evaluator:* Assesses needs of those with employment handicaps as a result of physical, mental, or emotional disability. Evaluates work behavior and vocational potential by collecting and/or administering and interpreting relevant biographical data, task data, work samples, psychometrics, and situational assessments, and interprets findings to the rehabilitation counselor.

Appendix D

1973 Programs Not Included in 1976

On the following page is a list of the 21 occupational titles that were included in the 1973 results but are not among the 114 occupational titles included in the 1976 results. Of the 31 titles, 10 titles footnoted in the following table have undergone name changes between the two survey periods. The 10 titles noted have been replaced by the titles indicated for the 1976 survey. The remaining 21 titles have not been included because no programs were reported on the screener questionnaire for these occupations.

Appendix D

1973 Programs Not Included in 1976

Programs	Number of Programs
Health Facilities Assistant Administrator	1
Medical Office Assistant	1
Medical Laboratory Scientist	1
Urological Assistant	2
Dental Technician	1
[1] Dietitian/Nutritionist	30
[2] Food Service Supervisor	17
[3] Cardiopulmonary/Vascular Technician	1
[4] Cardiovascular Technician	4
Electromyographic Technician	1
Pump Technician	1
Radiopharmacy Technician	1
[5] Nurse Aide	547
[6] Orderly	156
[7] Cancer Care	1
Cardiopulmonary	2
Family Planning Assistant	2
[8] Nurse Technician	8
[9] Nursery Care	1
Nurse Specialty-Pediatric	4
Radiotherapy Technician	1
[10] Scrub Technician	2
Medical Radiation Dosimetrist	1
Orthotic/Prosthetic Assistant	2
Recreation Therapy Technician	2
Rehabilitation Therapy Assistant/Aide	4
Community Health Worker	2
Audiometric Technician	1
Speech/Hearing Therapy Aide	4
Darkroom Technician	1
Prosector	1

(1) See Dietitian and Nutritionist
(2) Same as Dietetic Assistant
(3) Same as Cardiopulmonary
(4) Same as Cardiopulmonary
(5) See Nurse Aide/Orderly
(6) See Nurse Aide/Orderly
(7) See Nurse Specialty-Oncology
(8) See Newborn/Pediatric
(9) See Newborn/Pediatric
(10) Operating Room Technician

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1976 SURVEY OF HEALTH OCCUPATIONS TRAINING PROGRAMS IN HOSPITALS

MAJOR CATEGORY INCLUSIONS

01 Administration, Planning, and Office
03 Biomedical Engineering
06 Clinical Laboratory Services
07 Dental Services
10 Dietetic and Nutritional Services
13 Emergency Services
16 Environmental Services
19 Health Education
22 Health-Related Teacher Preparation
25 Information and Communication
34 Medical Instrumentation and Machine Operation
37 Medical Record
40 Mental Health
42 Nuclear Medicine
43 Nursing and Related Services
46 Vision Care
49 Pharmacy Services
58 Physician Extender
61 Podiatric Services
67 Radiologic Services
70 Rehabilitation—Occupational
73 Rehabilitation—Physical
76 Rehabilitation—Not Elsewhere Classified
80 Respiratory Therapy Services
85 Social Services and Counseling
88 Speech and Hearing Services
91 Veterinary Services
95 Health Professionals Not Elsewnere Classified

GLOSSARY OF OCCUPATIONAL TITLES

01 **ADMINISTRATION, PLANNING, AND OFFICE personnel function at various levels to maintain and operate clinical offices and institutions and to plan for improved health care and delivery.**

01 - *05 Health Economist:* Applies specialized knowledge of the laws of supply and demand, marketing, polling, econometrics, and motivation research to permit the efficient delivery of health services.

01 - *10 Health Care Administrator:* Occupies top-level positions in a variety of health care settings: hospitals, official health agencies, long-term care facilities, social service agencies, voluntary and tax paying health agencies, and public health agencies. Policy development, activity coordination, procedural development and planning are the primary functions of the position.

01 - *15 Health Care Assistant Administrator:* Occupies middle management positions in a variety of clinical and health care settings: hospitals, public and private health agencies, long-term care facilities, social service agencies.

01 - *20 Health Planner:* Works in state and areawide health planning agencies and related programs implementing community goals including planning and evaluating developmental policies.

01 - *25 Health Systems Analyst:* Develops and applies the principles of industrial and systems engineering, operations research, and management to the design, evaluation, and implementation of improved health care.

01 - *36 Long-Term Care Administrator:* Directs and coordinates all operations and activities of extended care facilities.

01 - *40 Medical/Dental Secretary:* Assists physicians and/or dentists through the use of medical shorthand, typing, filing, accounting, appointment scheduling, receptionist duties, and office management.

01 - *45 Medical Office Assistant:* Assumes responsibility for routine administrative, clerical, and record-keeping procedures in a physician's office, assists the physician in medical examinations and treatments, and cares for medical equipment and supplies.

01 - *50 Rehabilitation Administrator:* Manages a rehabilitation agency's business aspects: personnel, budget control, public relations work, training, program planning, and services coordination.

01 - *55 Unit Clerk:* Handles routine clerical and reception work in a floor nursing unit, receiving patients and visitors, scheduling appointments, monitoring the location of all ward staff, and, where hospital policy permits, transcribing doctors' orders, ordering supplies, and up-dating information on patients' charts. (Ward Clerk)

01 - *56 Unit Manager:* Supervises and coordinates administrative management functions for one or more patient care units: oversees unit clerks, initiates clerical procedures and serves as a liaison for the unit with other hospital departments. (Ward Service Manager, Ward Supervisor)

03 BIOMEDICAL ENGINEERING personnel combine basic engineering and biomedical sciences in order to design, assemble, and adapt medical devices, instruments, and processes to improve the quality and cost in the delivery of medical health care.

03 - *05 Biomedical Engineer:* Utilizes engineering ideas and techniques in the development of new instruments, equipment, processes, and systems for the medical care of patients and the improvement of health systems.

03 - *10 Biomedical Engineering Technician:* Assembles, repairs, and adapts medical equipment to assist biomedical engineers, physicians, and scientists in the development and maintenance of medical equipment and systems for the delivery of medical and health care. (Biomedical Equipment Technician)

05 CLINICAL LABORATORY SERVICES personnel work in a clinical laboratory setting, collecting, mounting, processing, classifying and analyzing laboratory specimens.

05 - *05 Specialist in Blood Bank Technology:* Medical technologist, working under the direction of a pathologist, physician, or laboratory director, prepared to collect, classify, store, and process blood, including preparation of components from whole blood, detection and identification of antibodies in patient and donor bloods, and selection and delivery of suitable blood for transfusion.

05 - *10 Chemistry Technologist:* Works under the supervision of a pathologist, physician, or qualified scientist in performing qualitative and quantitative chemical analyses of body fluids and exudates, utilizing quantitative equipment and a wide range of laboratory instruments, to provide information for diagnosing and treating diseases.

05 - *15 Cytotechnologist:* Works under the supervision of a pathologist, physician or medical technologist, in handling, staining, mounting, and evaluating cells from the human body to determine cellular variations and abnormalities such as cancer and other physiologic changes.

05 - *19 Hematologist:* Directs and supervises analysis and and testing of blood specimens, interprets test results toward disease treatment. Directs operations of hospital blood bank, which involves supervision of hematology technologists and specialists in blood bank technology, and develops diagnostic reports for approval by the pathologist.

05 - *20 Hematology Technologist:* Works under supervision of a hematologist, medical technologist, or laboratory director, in performing quantitative, qualitative, and coagulation tests on cellular and plasma components of blood for use in the diagnosis and treatment of disease.

05 - *25 Histologic Technician:* Works under supervision of a pathologist or other qualified physician in sectioning, staining, and mounting human or animal tissues and fluid for microscopic study.

05 - *30 Medical Laboratory Assistant:* Works under the direct supervision of a medical technologist, pathologist, physician, or qualified scientist, in performing routine laboratory procedures requiring basic technical skills and minimal independent judgment, in chemistry, hematology, and microbiology. (Certified Laboratory Assistant)

05 - *35 Medical Laboratory Scientist:* Performs clinical analysis procedures and research in the medical/clinical laboratories utilizing disciplines such as chemistry, biochemistry, bacteriology, and microbiology.

05 - *40 Medical Laboratory Technician:* Works under the supervision of a medical technologist, pathologist, or physician, in performing more complex or specialized bacteriological, biological, and chemical tests, requiring limited independent judgment or correlation competency, to provide data for use in the diagnosis and evaluation of effective treatment of disease.

05 - *45 Medical Technologist:* Performs a wide range of complex and specialized procedures in all general areas of the clinical laboratory, making independent and correlation judgments, and working in conjunction with pathologists, physicians, and qualified scientists. May supervise and/or teach laboratory personnel.

05 - *50 Microbiology Technologist:* Works with a minimum of supervision by a pathologist, physician, or laboratory director, in performing many bacteriological, viral, parasitological, immunologic, and serologic procedures in a clinical laboratory setting.

05 - *55 Public Health Laboratory Scientist:* Performs clinical laboratory procedures and research with specific public health focus or within a public health setting.

05 - *60 Prosector:* Performs complete gross autopsies under the supervision of a physician, cuts blocks for slides, applies special stains for bacteria, and freezes sections for rapid diagnosis.

07 DENTAL SERVICES personnel render varieties of services to the dentist; they do general office work, laboratory work, and they assist the dentist at the chairside.

07 - *20 Dental Assistant:* Assists dentist at the chairside in dental operatory, performs reception and clerical functions, and carries out dental radiography and selected dental laboratory work.

07 - *25 Dental Hygienist:* Professional oral health clinician who helps the public develop and maintain optimum oral health. As a member of the dental health team, the dental hygienist performs preventive, restorative, and therapeutic services under the supervision of a dentist. The dental hygienist is the only licensed dental auxiliary and his/her specific responsibilities vary depending upon the state dental practice act.

07 - *30 Dental Technician:* Prepared to construct complete and partial dentures, make orthodontic appliances, fix bridgework, crown, and other dental restorations and appliances, as authorized by dentists. (Dental Laboratory Technician)

10 DIETETIC AND NUTRITIONAL SERVICES personnel translate nutritional needs into the selection, purchasing, preparation, and service of appropriate foods along with the maintenance of equipment, sanitation and cost control. They pro-

vide nutritional education to individuals and groups, and serve as nutritional consultants to health facilities and communities.

10 - *05 Dietary Aide:* Performs nontechnical food preparation routines as directed by a supervisor, serves meals to patients, and assists with food-related jobs in health care facilities. (Dietetic Aide)

10 - *10 Dietetic Technician:* Functions as middle management and service personnel in the nutritional care of individuals in health care facilities, assisting with the planning, implementation, and evaluation of food programs, working with both the food service supervisor and the dietitian and, where hospital policy permits, training and supervising dietary aides. (Food Service Manager, Food Service Assistant, Food Service Technician)

10 - *15 Dietitian:* Applies the principles of nutrition and management in administering institutional food service programs, plans special diets at physicians' requests, and instructs individuals and groups in the application of nutrition principles to the selection of food.

10 - *25 Dietetic Assistant:* Writes food menus following dietetic specifications, coordinates food service to patients, orders supplies, maintains sanitation, and oversees the work of food service employees in health care facilities. (Food Service Supervisor)

10 - *30 Nutritionist:* Adapts and applies food and nutrient information to the solution of food problems, the control of disease, and the promotion of health; performs nutritional research, instructs groups and individuals about nutritional requirements, and helps people develop meal patterns to meet their nutritional needs.

13 **EMERGENCY SERVICES personnel administer temporary medical help by responding to, evaluating, and assisting in emergency conditions.**

13 - *05 Ambulance Attendant:* Provides first aid and assistance in the transportation of critically ill and injured persons.

13 - *10 Emergency and/or Disaster Specialist:* Develops and implements hospitalwide procedures for dealing with inhouse and community emergencies and disasters.

13 - *15 Emergency Medical Technician:* Responds to medical emergency calls, evaluates the nature of the emergency, and carries out specified diagnostic and emergency treatment procedures under standing orders or the specific directions of a physician.

16 **ENVIRONMENTAL SERVICES personnel inspect, evaluate, and gather data for their use in the design, operation, and control of systems for prevention and elimination of environmental hazards.**

16 - *05 Environmental Engineer:* Applies engineering principles to the control, elimination, and prevention of environmental hazards such as air pollution, water pollution, solids pollution, and noise pollution. (Sanitary Engineer)

16 - *10 Environmental Engineering Assistant:* Works with and assists the environmental engineer in his tasks of designing and controlling systems to eliminate and control environmental health hazards.

16 - *15 Environmental Health Technician:* Assists in the survey of environmental hazards and performs technical duties under professional supervision in many areas of environmental health such as pollution control, radiation protection, and sanitation protection. (Sanitarian Technician)

16 - *20 Environmentalist:* Plans, develops, and implements standards and systems to improve the quality of air, water, food, shelter, and other environmental factors, manages comprehensive environmental health programs, and promotes public awareness of the need to prevent and eliminate environmental health hazards. (Sanitarian)

16 - *23 Health Care Facilities Housekeeper:* Develops, implements, and supervises techniques used to control, eliminate and prevent cross infection or other environmental hazards in health care facilities. Establishes standards and work procedures for the housekeeping staff in accordance with the established policies of the facility. Maintains budgets, inventories supplies and equipment, and supervises personnel hiring practices.

16 - *25 Industrial Hygienist:* Conducts programs in industry to measure and help control, eliminate, and prevent occupational hazards and diseases.

16 - *30 Sanitarian Aide:* Collects data on and measures environmental sanitation conditions and implements corrective action on health hazards for which specific guidelines exist.

19 **HEALTH EDUCATION personnel acquaint groups and individuals with the standards of optimum health and the principles of achieving and maintaining optimum health.**

19 - *05 Community/Public Health Educator:* Alerts community groups and individuals to changing patterns of health care, to health hazards, and to activities which will promote community health and safety.

19 - *10 School Health Educator:* Teaches elementary, secondary and college students principles of personal health sciences, total fitness, family living, consumer and environmental health, and community health trends and resources.

19 - *15 Health Educator:* Influences public attitudes toward achieving and maintaining high standards of health care through teaching and utilizing school and community resources, as well as providing consultation to school administrators, health councils, and community groups.

22 **HEALTH-RELATED TEACHER PREPARATION combines teaching skills and health expertise in preparing: (1) Instructors of individuals who are physically disabled, emotionally disturbed, or mentally retarded; and (2) Allied Health Professionals who desire to teach within their specialty area.**

22 - *05 Allied Health Educator:* Teaches the specialty in which he was trained to students being prepared in the discipline. May also supervise other individuals in his occupation.

22 - *10 Teacher of the Deaf:* Adapts methods and curriculums in the teaching of elementary and secondary school subjects and special skills to deaf and hard-of-hearing pupils.

22 - *15 Teacher of the Emotionally Disturbed:* Conducts educational programs for emotionally disturbed pupils.

22 - *20 Teacher of the Learning Disabled:* Develops and implements educational programs to assist children in overcoming or compensating for learning disabilities such as aphasia, dyslexia, or other related problems.

22 - *25 Teacher of the Mentally Retarded:* Develops and implements educational programs for trainable or educable mentally retarded persons according to the pupil's level of learning.

22 - *30 Teacher of the Physically Handicapped:* Develops and implements academic and recreational programs for handicapped persons after evaluating the physical limitations, abilities, and needs of the individual.

22 - *32 Teacher of Special Education—Not Elsewhere Classified:* Develops and implements educational programs suited to the needs of students with physical disabilities, mental retardation, or emotional disturbances.

22 - *35 Teacher of the Visually Handicapped:* Teaches academic and practical skills to the blind or visually handicapped through the use of Braille and other specialized methods.

25 **INFORMATION AND COMMUNICATION personnel apply a communications orientation to the development, presentation, organization, and recording of medical facts and material for the benefit of medical personnel and the general public.**

25 - *05 Health Writer:* Specializes in the writing of health or medical materials.

25 - *10 Medical Communications Specialist:* Knows the properties and capabilities of communications media and applies this knowledge to the design and improvement of communication processes in the health field.

25 - *15 Medical Computer Specialist:* Combines a knowledge of computer science and health science to provide systems and programming support in the medical field.

25 - *20 Medical Illustrator:* Demonstrates medical facts by the creation of illustrations, models and teaching films; serves as a consultant, adviser, and administrator in the field of medical illustration.

25 - *25 Medical Librarian:* Combines a degree in library science with specialized knowledge of medical librarianship and bibliography to acquire, organize, catalog, retrieve, and disseminate medical information.

25 - *30 Medical Library Assistant:* Combines training in library technology and health subjects to assist medical librarians in the process of acquiring, organizing, cataloging, retrieving, and disseminating medical information.

25 - *35 Medical Photographer:* Visually presents medical facts by means of lantern slides, motion pictures, photographs of patients, reproduction of X-rays, and/or photomicrographs.

34 **MEDICAL INSTRUMENTATION AND MACHINE OPERATION personnel maintain and/or operate equipment and instruments which supplement and support body functions or which provide diagnostic or therapeutic services.**

34 - *05 Cardiopulmonary Technician:* Performs a wide range of tests related to the functions and therapeutic care of the heart-lung system, operates and maintains a heart-lung machine for extracorporeal circulation, assists in cardiac catheterization and cardiac resuscitation, and assists in the postoperative monitoring, care, and treatment of heart-lung patients.

34 - *12 Circulation Technologist:* Operates and designs heart-lung machines, dialysis machines, artificial organs, and similar circulation devices and monitoring instruments to provide circulatory support to patients.

34 - *15 Dialysis Technician:* Operates and maintains an artificial kidney machine following approved methods and techniques to provide dialysis treatment for patients with kidney disorders or failures.

34 - *20 Electrocardiographic Technician:* Operates and maintains electrocardiograph machines, records electromotive variation in heart muscle action, and provides data for diagnosis and treatment of heart ailments by physicians.

34 - *25 Electroencephalographic/Electrocardiographic Technician:* Operates and maintains both electroencephalographic and electrocardiographic machines.

34 - *30 Electroencephalographic Technologist/Technician:* Operates and maintains electroencephalographic machines, recording brain waves on a graph to be used by physicians in the diagnosis of brain disorders.

34 - *35 Electromyographic Technician:* Assists physicians in recording and analyzing bioelectric potentials which originate in muscle tissue, including the operation of various electronic devices, maintenance of electronic equipment, assisting with patient care, and record keeping.

37 **MEDICAL RECORD personnel plan, organize and manage patient information systems and statistical reports for medical and administrative staff use and health care research.**

37 - *05 Medical Record Administrator:* Plans, designs, develops, and manages systems of patient information, administrative and clinical statistical data, and patient medical records, in all types of health care institutions.

37 - *10 Medical Record Technician:* Serves as the skilled assistant to the medical record administrator, carrying out the technical work of coding, analyzing, and preserving patients' medical records and compiling reports, disease indexes, and statistics in health care institutions.

37 - *15 Medical Transcriptionist:* Skilled in typing, medical spelling, medical terminology, and the proper format of medical records and reports; prepared to transcribe medical dictation using mechanical dictating equipment.

40 **MENTAL HEALTH personnel assist the health professionals in the prevention and treatment of mental disorders through recreational, occupa-**

tional, and educational programs.

40 - *02 Human Services Technologist/Technician:* Employs skills as a generalist, based upon knowledge of human behavior and social problems in settings providing mental health and social rehabilitation services; employs a whole person, noncustodial approach to treating the symptomatic and causative elements that affect the individual's ability to respond to his social environment.

40 - *05 Mental Health Associate/Technician/Assistant:* Works under the supervision of professional personnel in supplementing physical care for persons with emotional problems through recreational, occupational, and readjustment activities, including participation in group therapy with clients and families; refers patients to community agencies, and visits patients after their release from an institution.

40 - *10 Mental Health Technologist:* Works with other mental health professionals in diagnosing psychiatric disorders, counseling and planning treatment for the emotionally disturbed or mentally retarded.

40 - *15 Mental Retardation Aide:* Works under the supervision of professional staff in attending to the physical needs and well-being of mentally retarded patients and in assisting with teaching and recreation processes.

40 - *20 Psychiatric Technician:* Works under the supervision of professional and/or technical personnel in caring for mentally ill patients in a psychiatric medical care facility; assists in carrying out the prescribed treatment plan for the patient; maintains consistent attitudes in communicating with the patient in keeping with the treatment plan, and carries out assigned individual and group activities with patients. (Psychiatric Aide)

40 - *30 Clinical Psychologist:* Employs specialized knowledge in the diagnostic assessment of patients; delivers unique psychological services in the areas of evaluation, therapy, and organization; participates in the ongoing treatment of inpatients and outpatients and conducts and supervises various research projects.

42 **NUCLEAR MEDICINE personnel prepare or use radioactive nuclides in laboratory procedures, scanning-imaging, and function studies for diagnostic, therapeutic, and research purposes.**

42 - *05 Nuclear Medicine Technologist/Technician:* Performs a wide variety of diagnostic tests in human beings and/or on body fluids utilizing radioactive and/or stable nuclides, also applies radioactivity in the course of treatment, makes independent judgments under the general guidance of a nuclear medicine physician.

43 **NURSING AND RELATED SERVICES personnel assist the physician in bedside patient care, in the direction of patient care services within a clinical unit, and provide specialty services as required by institutional and community needs.**

43 - *01 Registered Nurse:* Responsible for the direct care of patients by assisting the physician in administering medications and treatments and by planning, giving and supervising nursing care.

43 - *35 Licensed Practical (Vocational) Nurse:* Participates in the direct basic care of patients under the supervision of a physician or registered nurse, performing various activities such as taking temperatures, pulse and blood pressures, administering medication and performing medical-surgical aseptic techniques. (Practical Nurse, Vocational Nurse)

43 - *42 Nursing Aide/Orderly:* Performs tasks delegated or assigned by the professional nursing staff, including assisting in providing direct patient care of a routine nature, making beds, delivering messages, counting linens, and escorting patients to other departments in the hospital. May also include, where hospital policy permits, the taking of vital signs. In the case of orderlies, includes performing heavier work in the nursing unit, maintaining equipment and may include setting up of traction and performing male catheterization. (Nursing Assistant, Nursing Aide, Orderly, Hospital Attendant, Nursing Attendant)

43 - *45 Nurse Anesthetist:* Registered nurse, prepared to work under an anesthesiologist or physician in administering anesthetic agents to patients before and after surgical and obstetrical operations and other medical procedures.

43 - *50 Nurse Midwife:* Assumes responsibility for the care of apparently normal obstetrical patients during pregnancy, labor, delivery and postnatal period.

43 - *55 Nurse Practitioner:* Registered nurse prepared to carry out functions previously performed by the general practitioner or physician specialist; collaborates with other health professionals in planning and instituting programs for the delivery of primary, acute, or chronic care; provides direct care to clients by making independent decisions about nursing care needs.

43 - *60 Obstetrical Technician:* Assists in the care of mothers in labor and delivery rooms before, during and after delivery under supervision of professional personnel, including hygienic procedures, routine laboratory work, and sterilization of equipment and supplies.

43 - *65 Operating Room Technician:* Works as a general technical assistant on the surgical team by arranging supplies and instruments in the operating room, maintaining antiseptic conditions, preparing patients for surgery and assisting the surgeon during the operation.

43 - *71 Geriatric Care Worker:* Administers to the needs of aged patients, bringing to the task an understanding of the problems of institutionalization, economic needs and attitudes toward the elderly as they relate to this specific population.

43 - *75 Urologic Assistant:* Helps with genital and urological diagnostic and therapeutic procedures; assists with genital and urinary care of spinal cord patients, aids in cystoscopic procedures; maintains aseptic technique. (Urologic Technician)

46 **VISION CARE personnel work with or carry out the prescriptions of the ophthalmologist and optometrist. Their duties include ophthalmic examinations, treatment, and correction of ophthalmic disorders by physical or mechanical measures.**

46 - *20 Ophthalmic Assistant/Technician:* Assists the opnthalmologist in eye examinations and in the treatment of eye diseases and disorders.

46 - *25 Ophthalmic Dispenser:* Adapts and fits corrective eyewear as prescribed by the ophthalmologist or optometrist.

46 - *30 Ophthalmic Laboratory Technician:* Operates machines to grind lenses and fabricate eyewear to prescription.

46 - *31 Ophthalmic Optician:* Grinds lenses and fabricates eyewear, as well as adapts and fits corrective eyewear according to prescription by the ophthalmologist or optometrist.

46 - *35 Optometric Assistant/Technician:* Assists an optometrist in diversified ways, including general office duties, vision testing of patients, administering eye exercises, preparing and fitting corrective lenses, and styling eyewear.

46 - *40 Orthoptist:* Works under supervision of an ophthalmologist in testing for certain eye muscle imbalances and teaching the patient exercises to correct eye-coordination defects.

49 PHARMACY SERVICES personnel assist the pharmacist with selected activities in pharmacy departments to provide pharmaceutical services to patients, nurses, and physicians.

49 - *19 Medication Pharmacy Technician:* Works under the supervision of a pharmacist; administers drugs to patients except for intravenous medications.

49 - *20 Pharmacy Technician:* Assists the pharmacist with selected activities including medication profile reviews for drug incompatibilities, typing prescription labels, prescription packaging, handling of purchase records, inventory control and where hospital policy and state law permit, administering drugs to patients under the supervision of a registered pharmacist.

58 PHYSICIAN EXTENDER personnel render direct and specific assistance to the physician specialist and general practitioner in clinical and research endeavors, taking medical histories, performing detailed physical examinations, and conducting visual, auditory, developmental, and laboratory tests.

58 - *05 Physician Assistant—Primary Care:* Performs physician-delegated functions in the areas of general practice, including family medicine, internal medicine, pediatrics, obstetrics, and emergency medicine.

58 - *10 Physician Assistant—Specialty:* Performs functions delegated by clinical specialist in specific areas of patient care: urology, surgery, pathology, orthopedics, etc.

61 PODIATRIC SERVICES personnel work under the direct supervision of the podiatrist, performing supplementary duties for the foot specialist.

61 - *20 Podiatric Assistant:* Supports the podiatrist in his service to patients by preparing patients for treatment, sterilizing the instruments, performing general office duties, and assisting the podiatrist in preparing dressings, administering treatments, and developing X rays.

67 RADIOLOGICAL SERVICES personnel use ionizing radiation for diagnostic, therapeutic, and research purposes.

67 - *05 Medical Radiation Dosimetrist:* Calculates radiation dosage in the treatment of malignant disease and plans the direction of radiation to its target in the safest way.

67 - *10 Radiation Therapy Technologist/Technician:* Administers X rays and electron beam equipment in order to treat disease in patients, and assists in preparing and handling radioactive materials for therapy purposes.

67 - *15 Radiologic Technologist/Technician:* Maintains and safely uses equipment and supplies necessary to demonstrate portions of the human body on x-ray film or fluoroscopic screen for diagnostic purposes. (X-ray Technician)

67 - *20 Ultrasound Technical Specialist:* Uses acoustic energy for diagnosis, research, and therapy; operates ultrasound equipment to obtain diagnostic results; evaluates results for quality of technique and, in emergency situations, makes interim reports to the medical staff.

70 REHABILITATION—OCCUPATIONAL personnel use work-related skills in treating or training patients who are physically or mentally ill, in preventing disability, in evaluating behavior, and in restoring disabled persons to health and social or economic independence.

70 - *05 Manual Arts Therapist:* Uses industrial arts, workshops, and agricultural activities to assist in the rehabilitation of patients.

70 - *10 Occupational Therapist:* Evaluates the self-care, work, and play/leisure time task performance skills of well and disabled clients of all age ranges; plans and implements programs, and social and interpersonal activities designed to restore, develop and/or maintain the client's ability to accomplish satisfactorily those daily living tasks required of his specific age and necessary to his particular occupational role adjustment.

70 - *15 Occupational Therapy Assistant:* Works under the supervision of an occupational therapist in evaluating clients, planning and implementing programs designed to restore, or develop a client's self-care, work, and play/leisure time task performance skills. Although the assistant requires supervision in conducting a remedial program, he can function independently when conducting a maintenance program.

70 - *20 Rehabilitation Homemaking Specialist:* Trains disabled homemakers to perform normal household activities in spite of their disability.

73 REHABILITATION—PHYSICAL personnel use physical agents, assistive devices and therapeutic exercise for the prevention of disease and disability, and toward restoration of function to disabled persons.

73 - *05 Corrective Therapist Adapted Physical Education Director:* Provides medically prescribed programs of therapeutic exercise to physically and mentally ill patients to prevent muscular deconditioning resulting from inactivity and to attain resocialization and specific psychiatric objectives.

73 - *10 Exercise Physiologist:* Works with clinicians in hospitals with rehabilitation programs to provide exercise stress testing and cardiovascular rehabilitation for patients.

73 - *12 Orthopedic Technician:* Sets up traction rooms, applies all types of traction, makes casts, and applies splints.

73 - *15 Orthotic/Prosthetic Assistant:* Assists the orthotist/prosthetist in caring for patients by making casts, measurements, and model specifications and fitting supportive appliances and/or artificial limbs.

73 - *20 Orthotic/Prosthetic Technician:* Fabricates and repairs supportive appliances and/or artificial limbs under the guidance of the orthotist/prosthetist and his assistant.

73 - *25 Orthotist/Prosthetist:* Writes specifications for, makes, fits and repairs braces and appliances and/or artificial limbs following the prescription of a physician.

73 - *30 Physical Therapist:* Uses physical agents, biomechanical and neurophysiological principles, and assistive devices in relieving pain, restoring maximum function, and preventing disability following disease, injury or loss of bodily part.

73 - *35 Physical Therapy Assistant:* Assists the physical therapist by assembling equipment, carrying out specified treatment programs, and helping with complex treatment procedures. Other duties include responsibility for the personal care of patients, safety precautions and routine clerical and maintenance work.

76 REHABILITATION—NOT ELSEWHERE CLASSIFIED personnel apply the principles of rehabilitation to diversified areas of therapeutic technique, such as education, fine arts, and recreation.

76 - *05 Art Therapist:* Applies the principles and techniques of art to the rehabilitation of physically and mentally ill patients.

76 - *10 Dance Therapist:* Applies the principles and techniques of dance to the rehabilitation of physically and mentally ill patients.

76 - *15 Educational Therapist:* Instructs patients in academic and vocational subjects to further their medical recovery and prevent mental deconditioning.

76 - *20 Music Therapist:* Uses individual and group musical activities with physically and mentally ill patients to accomplish therapeutic aims, to create an environment conducive to treatment, or to influence behavior.

76 - *25 Recreational Therapist:* Plans, organizes, and directs medically approved recreation programs such as sports, trips, dramatics, arts and crafts, either to help clients in recovery from illness or in coping with temporary or permanent disability.

76 - *30 Recreational Therapy Technician:* Assists the recreational therapist in conducting medically approved recreation programs such as sports, trips, dramatics, arts and crafts.

76 - *35 Rehabilitation Therapy Assistant:* Prepared by a general orientation to engage in various rehabilitation specialties; assists the professional therapist in carrying out rehabilitation programs.

80 RESPIRATORY THERAPY SERVICES personnel treat, manage, control, and perform diagnostic evaluations, under medical direction, in the care of patients with deficiencies and abnormalities in the cardiopulmonary system.

80 - *40 Respiratory Therapist:* Administers respiratory care under the direction of a physician, evaluating the patient's progress and making recommendations for respiratory therapy. His proficiencies include ventilatory therapy, cardiorespiratory rehabilitation, microenvironmental control, and diagnostic testing of the respiratory system. (Inhalation Therapist)

80 - *45 Respiratory Therapy Technician:* Routinely treats patients requiring noncritical respiratory care; recognizes and responds to a limited number of specified patient respiratory emergencies.

85 SOCIAL SERVICES AND COUNSELING personnel use individual or group counseling techniques or provide services offered by social agencies to assist individuals in personal and/or social adjustment.

85 - *05 Alcohol/Drug Abuse Specialist:* Advises and assists people in their efforts to overcome personal, family and social problems that are manifested in alcoholism and/or drug addiction.

85 - *10 Clinical Pastoral Counselor:* Combines a knowledge of health and religion in counseling the confined ill and disabled.

85 - *15 Community Health Worker:* Assists people in the community with medical, social, or mental health problems, in finding and utilizing sources of available help.

85 - *20 Genetic Assistant:* Obtains complete genetic case histories from families of patients with inherited diseases and birth defects to be used in genetic counseling.

85 - *25 Genetic Counselor:* Counsels clients as to the origin, transmission, and development of hereditary characteristics and their relations to birth abnormalities.

85 - *30 Homemaker/Home Health Aide:* Assists with meals, shopping, household chores, bathing, and the other daily living needs, both physical and emotional, of elderly, ill, or disabled persons, working under the professional supervision required by the situation.

85 - *35 Medical Social Worker:* Prepared to identify and understand the social and emotional factors underlying patients' illnesses and to communicate these factors to the health team; assists patients and their families in understanding and accepting the treatment necessary to maximize medical benefits and to aid in their adjustment to permanent and temporary effects of illness and to utilize resources, such as family and community agencies.

85 - *36 Medical/Psychiatric Social Worker:* Provides the link between organized social services and those who need the services in order to solve social or medical problems. Through casework, groupwork, and com-

munity organization, assumes responsibility for aiding families and individuals with problems resulting from severe physical, mental, or emotional disabilities.

85 - *40 Psychiatric Social Worker:* Serves as a liaison between the psychiatrist, patient, and patient's family, to provide counseling and emotional support to the patient, and to contribute to the evaluation and diagnosis of mental disorders as a member of the psychiatric team.

85 - *42 Rehabilitation Counselor:* Helps disabled individuals become aware of and secure rehabilitation services designed to fit the disabled person for gainful employment, assists in job placement and checks on job satisfaction after employment.

85 - *43 Rehabilitation Counselor Aide:* Aids the rehabilitation counselor in developing and implementing a rehabilitation plan for an individual. Under supervision, he may conduct client interviews, locate and file data about employment opportunities, match clients with jobs available, and locate additional individuals in need of counseling or rehabilitation services.

85 - *45 School Health Aide:* Assists the physician or nurse with physical examinations and programs to improve or maintain students' health.

85 - *46 Child Care Worker:* Under supervision, implements activity and training programs that provide a preventive and therapeutic environment for mentally ill and emotionally disturbed children and adolescents. Trains children in self-help skills through intensive group sessions involving structured daily activities and reinforcement of other therapeutic experiences; records, evaluates, and reports progress of patients.

88 SPEECH AND HEARING SERVICES personnel evaluate, record, habilitate, and research speech and hearing disorders in children and adults.

88 - *05 Audiologist:* Evaluates hearing function and performs research related to hearing; plans, directs, and conducts habilitative programs designed to improve the communication efficiency of individuals with impaired hearing.

88 - *06 Audiologist (Pre-Master's):* Qualified for entry into graduate-level training as an Audiologist.

88 - *10 Speech, Hearing Therapy Aide:* Assists in testing, evaluating, and treating the problems of people with speech and hearing difficulties.

88 - *15 Speech Pathologist:* Evaluates, habilitates, and performs research related to speech and language problems; plans, directs, and conducts remedial programs designed to restore or improve communication efficiency of individuals with language and speech impairments, whether arising from physiological or neurological disturbances, defective articulation, or foreign dialect in children or adults.

88 - *16 Speech Pathologist (Pre-Master's):* In certain areas, treats speech and language disorders in children and adults; is prepared for graduate work in Speech Pathology.

88 - *20 Speech Pathologist, Audiologist:* Evaluates and habilitates hearing, speech, and language disorders such as neurological disturbances, defective articulation, or foreign dialect in children or adults.

88 - *21 Speech Pathologist/Audiologist (Pre-Master's):* In certain areas, evaluates and treats speech and language disorders in children and adults; is prepared for graduate work in Speech Pathology or Audiology.

91 VETERINARY SERVICES personnel work with the care, use, production, and husbandry of animals in a medical setting.

91 - *20 Laboratory Animal Specialist:* Manages the husbandry, production, and use of laboratory animals including responsibility for the sanitation, caging, safety, and nutrition of animals and the business management of the animal laboratory.

91 - *25 Laboratory Animal Worker:* Cares for the health of laboratory animals used in research by feeding the animals, cleaning cages, preparing the animals for experiments, administering medications, and keeping records on laboratory procedures.

95 HEALTH PROFESSIONALS NOT ELSEWHERE CLASSIFIED

95 - *05 Biostatistician:* Uses statistical theory, techniques, and methods to determine useful measurements or meaningful relationships of information relating to health or disease.

95 - *10 Epidemiologist:* Concerned with determining the distribution and causal factors of health problems, encompassing areas such as acute and chronic illness, communicable diseases, behavioral disorders, alcoholism, and drug abuse.

95 - *15 Health Physicist:* Directs research, training, and monitoring programs to protect hospital patients and laboratory personnel from radiation hazards, inspects and evaluates standards and decontamination procedures and develops new methods to safeguard man and his environment against unnecessary radiation exposure.

95 - *20 Health Physics Technician:* Monitors radiation levels, gives instructions in radiation safety, labels radioactive materials, and assists the health physicist in conducting experimental studies in radiation.

95 - *25 Population and Family Planning Specialist:* Uses demography, demographic techniques, and reproductive physiology to plan, conduct, and evaluate family planning programs.

95 - *30 Public Health Practitioner, Not Elsewhere Classified:* Professional trained to work in a public health capacity not specifically defined elsewhere in this GLOSSARY.

95 - *35 Toxicologist:* Concerned with the nature and extent of the injurious response to the ingestion of chemical compounds and the determination of safe levels of exposure or ingestion in man and other species.

95 - *36 Vocational Evaluator:* Assesses needs of those with employment handicaps as a result of physical, mental, or emotional disability. Evaluates work behavior and vocational potential by collecting and/or administering and interpreting relevant biographical data, task data, work samples, psychometrics, and situational assessments, and interprets findings to the rehabilitation counselor.

OCCUPATIONAL TITLES

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REVISED OCCUPATIONAL TITLE	GLOSSARY INCLUSIONS	DISTRIBUTION ASAP 75	ASAP 73	AHA 75	AHA 73	RATIONALE
01 Health Services Administrator	0110 Health Care Administrator 0115 Health Care Asst. Administrator 0120 Health Planner 0125 Health Systems Analyst	107	98	0	1	According to AUPHA, functions of health services administrators include planning and analysis of systems. They do not distinguish a separate level of training for "Health Care Assistant Administrator." Programs in '75 college survey overlapped in title and award level between "administrator" and "assistant administrator." In revised glossary, all four categories are subsumed within Health Services Administrator.
02 Medical/Dental Secretary	0140 Medical/Dental Secretary	150	144	1	1	----------
03 Medical Office Assistant	0145 Medical Office Assistant	166	130	0	1	----------
04 Unit Clerk	0155 Unit Clerk	26	21	423	442	----------
05 Unit Manager	0156 Unit Manager	4	0	23	41	----------
06 Biomedical Engineer	0305 Biomedical Engineer	67	74	0	0	----------
07 Biomedical Engineering Technician	0310 Biomedical Engineering Technician	30	29	1	1	----------
08 Cytotechnologist	0515 Cytotechnologist	39	49	50	42	----------

REVISED OCCUPATIONAL TITLE	GLOSSARY INCLUSIONS	DISTRIBUTION ASVHP 75	ASVHP 73	AHA 75	AHA 73	RATIONALE
09 Histologic Technician	0525 Histologic Technician	11	10	76	111	----------
10 Laboratory Assistant	0530 Medical Laboratory Assistant	22	30	61	93	title reflects that currently preferred by prof. association
11 Medical Laboratory Technician	0540 Medical Laboratory Technician	200	176	24	26	----------
12 Medical Technologist	0545 Medical Technologist	6[illegible]	590	376	213	----------
13 Dental Assistant	0720 Dental Assistant	[illegible]	182	1	1	----------
14 Dental Hygienist	0725 Dental Hygienist	170	167	0	0	----------
15 Dental Laboratory Technologist/ Technician	0730 Dental Technician	41	35	0	1	title reflects preference of American Dental Association and more accurately describes programs reported in '75 college survey
16 Dietetic Technician	1010 Dietetic Technician	56	48	8	10	----------
17 Dietitian and/or Nutritionist	1015 Dietitian 1020 Dietitian/Nutritionist 1030 Nutritionist	254	283	148	59	encompasses three occupations similar in scope and level of training

REVISED OCCUPATIONAL TITLE	GLOSSARY INCLUSIONS	DISTRIBUTION ASVHP '75	DISTRIBUTION ASVHP '73	DISTRIBUTION AHA '75	DISTRIBUTION AHA '73	RATIONALE
18 Emergency Medical Technician	1315 Emergency Medical Technician 1316 Emergency Medical Technician (advanced)	159	72	110	48	only AHA ('75 survey) distinguishes between advanced level of training (18 programs were reported in the advanced category). Categories have been collapsed for purposes of analysis.
19 Environmental Health Engineer	1605 Environmental Engineer	46	48	0	0	title changed in revised glossary to reflect health emphasis
20 Environmental Health Technician	1615 Environmental Health Technician	30	37	0	0	included, even though N's are small, in order to provide data for analysis with Environmental Health Engineer in terms of ethnic distribution and level of training
21 Environmentalist	1620 Environmentalist	87	93	0	0	----------
22 Community/Public Health Educator	1905 Community/Public Health Educator 1915 Health Educator	126	102	0	0	because of overlap in title and award level in reported programs in '75 college survey, and because the current emphasis of all health education (except school health) is community-orientation, these two occupations have been collapsed into one for purposes of analysis and also for future collection of data (revised glossary)

REVISED OCCUPATIONAL TITLE	GLOSSARY INCLUSIONS	DISTRIBUTION ASVP 75	ASVP 73	AAS 75	AAS 73	RATIONALE
23 School Health Educator	1910 School Health Educator	109	119	0	0	----------
24 Allied Health Educator	2205 Allied Health Educator	58	36	0	0	----------
25 Special Education Teacher - (Seven Areas)	2210 Teacher of the Deaf 2215 Teacher of the Emotionally Disturbed 2220 Teacher of the Learning Disabled 2225 Teacher of the Mentally Retarded 2230 Teacher of the Physically Handicapped 2232 Teacher of Special Education - Not Elsewhere Classified 2235 Teacher of the Visually Handicapped	356	290	0	0	Categories have been grouped for purposes of analysis; N's too small in several individual occupations for meaningful interpretation
26 Cardiopulmonary Technician	3405 Cardiopulmonary Technician 3407 Cardiopulmonary/Cardiovascular Technician 3410 Cardiovascular Technician 3412 Circulation Technologist	9	7	12	30	only one title, cardio-pulmonary technician, is being retained in the revised glossary. Overlap in title and award level in reported programs for all four categories precludes differentiation of occupations in prior surveys. Small N's in 3407, 3410, 3412.
27 Dialysis Technician	3415 Dialysis Technician	2	2	33	19	included, even though N's are small, in order to provide thorough coverage of the occupations in machine instrumentation and operation

REVISED OCCUPATIONAL TITLE	GLOSSARY INCLUSIONS	DISTRIBUTION ASCP 75	ASCP 73	AMA 75	AMA 73	RATIONALE
28 Electrocardiographic Technician	3420 Electrocardiographic Technician	2	0	63	57	----------
29 Electroencephalographic Technologist/Technician	3425 Electroencephalographic/ Electrocardiographic Technician 3430 Electroencephalographic Technician	9	6	53	46	3425, 3430 are combined in revised glossary. No reported programs in 1975 college survey had the specific title "EEG/EKG Technician." EEG association does not recognize it as a separate occupation.
30 Medical Record Administrator	3705 Medical Record Administrator	48	52	1	1	----------
31 Medical Record Technician	3710 Medical Record Technician	73	62	5	5	----------
32 Medical Transcriptionist	3715 Medical Transcriptionist	34	15	28	35	Included for purposes of analysis; coverage of occupations in medical records
33 Human Services/Mental Health Technologist	4002 Human Services Technologist/ Technician 4005 Mental Health Associate/ Technician/Assistant 4010 Mental Health Technologist 4011 " " " (level 2) 4012 " " " (level 3)	148	127	31	34	after receiving input from Dr. Fisher at NIMI, titles were revised into one generic category. Overlap in level of training and program title is too great to warrant separate occupational categories. Separation of occupations made definitions too specialized; orientation seemed to be toward clinical psychology.

REVISED OCCUPATIONAL TITLE	GLOSSARY INCLUSIONS	DISTRIBUTION ASAHP 75	ASAHP 73	AHA 75	AHA 73	RATIONALE
34 Mental Retardation Aide	4015 Mental Retardation Aide	7	9	18	13	Include, even though N's are small, because of specific nature of occupation and level of training. Provides good coverage of occupations in the mental health sector.
35 Psychiatric Technician	4020 Psychiatric Technician 4021 " " (level 2) 4022 " " (level 3) 4023 " " (level 4)	15	12	164	133	----------
36 Nurse Aide/Orderly	4340 Nurse Aide 4342 Nurse Aide/Orderly 4343 " " (level 2) 4370 Orderly	156	116	726	727	For purposes of analysis, grouping of occupations with similar titles and levels of training resulted in one category. Revised glossary has only this category (Nurse Aide/ Orderly). Several of these titles were specific to one AHA survey.
37 Nurse Anesthetist	4345 Nurse Anesthetist	16	19	116	131	----------
38 Operating Room Technician	4365 Operating Room Technician	82	69	139	155	----------
39 Optometric Assistant/ Technician	4635 Optometric Assistant/Technician	24	15	0	0	Included, even though N's are small, in order to have some representation of the para-optometric group

REVISED OCCUPATIONAL TITLE	GLOSSARY INCLUSIONS	DISTRIBUTION ASAHP 75	ASAHP 73	AHA 75	AHA 73	RATIONALE
40 Pharmacy Assistant	4919 Medication Pharmacy Technician 4920 Pharmacy Technician 4921 " " (level 2)	5	3	71	42	combined into one category, "Pharmacy Assistant," in the revised glossary. This was done in order to prevent overlap in program title and award level between separate categories.
41 Physician Assistant (Primary Care or Specialty)	5805 Physician Assistant-Primary Care 5810 Physician Assistant-Specialty	61	61	7	6	combined for data analysis purposes
42 Nuclear Medicine Technologist	4205 Nuclear Medicine Technologist	49	39	78	61	Included in revised glossary under "Radiologic Services"
43 Radiation Therapy Technologist	6710 Radiation Therapy Technologist	20	20	30	28	----------
44 Radiographer	6715 Radiologic Technologist/ Technician	264	242	461	534	new title, as per glossary revision (with input from American Society of Radiologic Technologists)
45 Occupational Therapist	7010 Occupational Therapist	61	58	0	0	----------
46 Occupational Therapy Assistant	7015 Occupational Therapy Assistant	32	27	1	1	include, even though N's are small, to provide data for analysis with occupational therapist in terms of ethnic distribution and level of training

REVISED OCCUPATIONAL TITLE	GLOSSARY INCLUSIONS	DISTRIBUTION ASVAB 73	ASVAB 73	AFQT 75	AFQT 73	RATIONALE
47 Physical Therapist	7330 Physical Therapist	111	105	1	0	----------
48 Physical Therapy Assistant	7335 Physical Therapy Assistant	43	37	4	17	Include, even though N's are small, to provide comparative data on level of training and ethnic distribution
49 Art/Dance/Music Therapist	7605 Art Therapist 7610 Dance Therapist 7620 Music Therapist	35	30	2	1	combined for purposes of analysis. N's too small in separate categories.
50 Recreational Therapist	7625 Recreational Therapist	45	56	3	0	----------
51 Recreational Therapy Technician	7630 Recreational Therapy Technician	16	9	0	2	Include, even though N's are small, to provide comparative data on level of training and ethnic distribution
52 Respiratory Therapist	8040 Respiratory Therapist	151	129	12	35	----------
53 Respiratory Therapy Technician	8045 Respiratory Therapy Technician	43	30	107	72	----------
54 Alcohol/Drug Abuse Specialist	8505 Alcohol/Drug Abuse Specialist	13	7	19	13	Include, in spite of small N's, to provide better coverage of occupations in social services and counseling group

REVISED OCCUPATIONAL TITLE	GLOSSARY INCLUSIONS	DISTRIBUTION ASAHP 75	ASAHP 73	AHA 75	AHA 73	RATIONALE
55 Clinical Pastoral Counselor	8510 Clinical Pastoral Counselor 8511 " " " (level 2) 8512 " " " (level 3) 8513 " " " (level 4)	13	20	142	29	----------
56 Medical Social Worker	8534 Social Work Associate 8535 Medical Social Worker 8536 Medical/Psychiatric Social Worker 8540 Psychiatric Social Worker	12	13	4	1	combined in revised glossary because of overlap in program title, award level, and content between separate categories. N's too small in individual categories for meaningful data analysis.
57 Rehabilitation Counselor	8542 Rehabilitation Counselor	57	51	1	2	----------
58 Speech Pathologist/Audiologist	8305 Audiologist 8315 Speech Pathologist 8820 Speech Pathologist/Audiologist	182	183	2	0	Separate audiology and speech pathology categories were dropped in revised glossary. Reported programs in 1975 could not be distinguished on the basis of program title or award level. Most of the programs in either of the separate categories were actually titled "Speech Path/ Audiology" or "Communication Disorders." American Speech and Hearing Assoc. says that programs at the graduate level are not distinguishable by title or award. Curric. is similar, with specialization allowed in either area. Same degree is generally awarded, regardless of area.
59 Speech Pathologist/Audiologist (Pre-Master's)	8806 Audiologist (Pre-Master's) 8816 Spch Pathologist (Pre-Master's) 8821 Spch Pathologist/Audiologist (Pre-Master's)	154	162	0	1	